DOCUMENT RESUME

ED 093 751 SO 007 599

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TITLE Law in American Society. Evaluation Report.
PUB DATE [70]
NOTE 101p.; For related document, see ED 079 183

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS *Academic Achievement; Civil Liberties; *Curriculum Evaluation; Democracy; Intermediate Grades; *Law Instruction; Political Attitudes; Program Evaluation; Secondary Grades; *Social Studies; *Student Opinion
IDENTIFIERS *Law in American Society Project

ABSTRACT

The results of the 1969-1970 research program for the Law in American Society Foundation, on the use of Law in American Society materials in grades five, seven, nine, and eleven, are summarized in this report. Two general questions concerning improved achievement on the concepts covered by students using the materials and more positive opinions about aspects of the law and the legal system are posed. Data collected on these questions comes from comparisons between Experimental groups and a Control group and gain scores for two different Experimental groups. After the introduction the report begins with a discussion of sampling and statistical procedures and comments on inherent problems in the research program. Then, a general statement of results summarizes the achievement and opinion changes overall, grade by grade, and includes statistical tests and graphs. Finally, the achievement tests are presented item by item with proportions of students responding correctly and comments and suggestions based on this information; and the opinion panel results, are given for each of the twenty-five items with results for all of the grades on a single graph and comments about individual items and grouped items. (Author/JH)

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EVALUATION REPORT

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Project Dates: September 1, 1969 through June 30, 1970

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SØ007 599

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I. INTRODUCTION

The results of the 1969-1970 research program for the Law in American Society Foundation are summarized in this report. This research program is based on the use of Law in American Society materials in grades 5, 7, 9, and 11. Two general questions were posed:

...Did the use of these materials improve the achievement of the students using them on the concepts covered?

....Did the use of these materials lead to more positive opinions about aspects of the law and legal system by the students using them?

The answers to these two questions were approached from two directions. The first was based on comparisons between the Experimental groups and a Control group. The second was based on gain scores for two different Experimental groups, each tested twice (pre- and post tests).

Following this introductory section, a general discussion of the procedures used will be presented. Sampling procedures, statistical procedures, and some comments dealing with certain problems inherent in this kind of a program will be covered in the procedures section. Following this will be the report of the general results. This section will summarize the achievement and opinion changes overall, grade by grade. The statistical tests and graphs of results are included.

After this general report, the items in the achievement tests will be presented individually. This presentation will also show the proportion of students responding to each correctly at each testing time, as well as some comments and suggestions based on this information. Follow-

ing the individualized achievement test item reporting will be a section covering the opinion panel results for each of the twenty-five items. For these questions, the results for all the grades are reported on a single graph, to facilitate trend analyses of the results over this time period. In this section, comments are first made about individual items; then certain items are grouped together under "logical" headings, to determine if trends are apparent in some of the subgroups.

II. PROCEDURES

Statistical analysis. These data have been analyzed by a variety of techniques. Fortunately, the different techniques have all led to precisely the same conclusions. The need for different data analysis techniques stems from the setting of the problem at hand.

Many different sampling techniques exist. Random sampling can be used, and, in fact, is the foundation upon which most statistical data treatments are constructed. In the situation at hand, where we wanted to sample achievement and opinion at four points in time, four completely random samples could have been drawn--theoretically, at least. Practically, however, this poses some very serious problems.

For one thing, it is difficult to break up a classroom by drawing one or two or more students from it for testing. With a completely random sample, classroom composition would be ignored. But this is almost always impossible, so most research studies of this kind deal with classroom units. Of course, this introduces the element of teacher bias--but it is often the only way to get any results at all. For the present study, we felt this factor would be reduced, since all of the classrooms chosen for the study

would have teachers who had taken part in a summer institute dealing with the Law in American Society materials. We felt this would reduce the unique teacher contribution aspect.

An alternative to four completely random samples is two independent samples, each of which would be tested twice. This results in a "pre-test/post test" designed for two separate groups of students. This design is often used in an attempt to reduce the variance in a study. With the kind of data involved in this study, it seemed wise to keep the error variance low so that any results which did accrue would be seen. Thus one group of students at each grade level (at least 50) were tested in October (called Pre-test group) then retested late in February (called testing time no. 3). A second group of students at each grade level (at least 50) were tested first very close to the Christmas recess (called testing time no. 2) then retested at the end of the school year (late May or early June). This was called testing time no. 3. Thus we have two experimental groups, in a pre-test/post test design. The control group was tested first in October, then in May.

However, the analysis of these data cannot fit nicely into any existing design. The problem rests in the relatively high amount of mobility with the population of students chosen. Between any two testings, fairly substantial proportions of students will leave the classrooms; and offsetting groups will enter. This poses a dilemma, from an analysis viewpoint.

In a true pre-test/post test design, all of the initially measured students must be tested both times. Thus if a student is not available at post test time, his pre-test results must be eliminated. Likewise, new students available at post test time (but without a pre-test result) must be ignored. This

may be statistically pure; but practically it is illogical. There is no reason to believe that the students who leave, or the new students who enter, are precisely like the students who remain. As a matter of fact, it is likely that they are different in certain important manners. In any event, unless we are convinced that there is no difference between those who move in and out, and those who do not, we are not justified in treating those who stay as typical of those who do not. Thus a "textbook" analysis of the data is impossible.

On the other hand, it is also incorrect to treat the data as if the samples were independently drawn. Obviously they were not drawn in this manner. Thus there is no "right" way to analyze the data.

To offset this, we have analyzed them three different ways. First we have compared the pre- and post test results of the Experimental and Control groups. If there is no difference at pre-test time (or a difference favoring the control group); and there is a difference at post test time (favoring the Experimental group) it seems safe to conclude that the Law in American Society material was the cause. We also analyzed the post test results, using the pre-test results as a covariant. For the people who had no pre-test result to use, we assigned the mean pre-test result for that classroom. Finally, we treated the data in a factorial design to determine if a significant gain occurred between testings 1 and 3 (for Experimental group 1) and testings 2 and 4 (for Experimental group 2), realizing full well that the assumption of independent random samples had been violated.

It is reassuring that the conclusions from all the tests were identical. Thus the results we shall presently report are, in our opinion, reliable ones.

III. GENERAL RESULTS

A. Summary

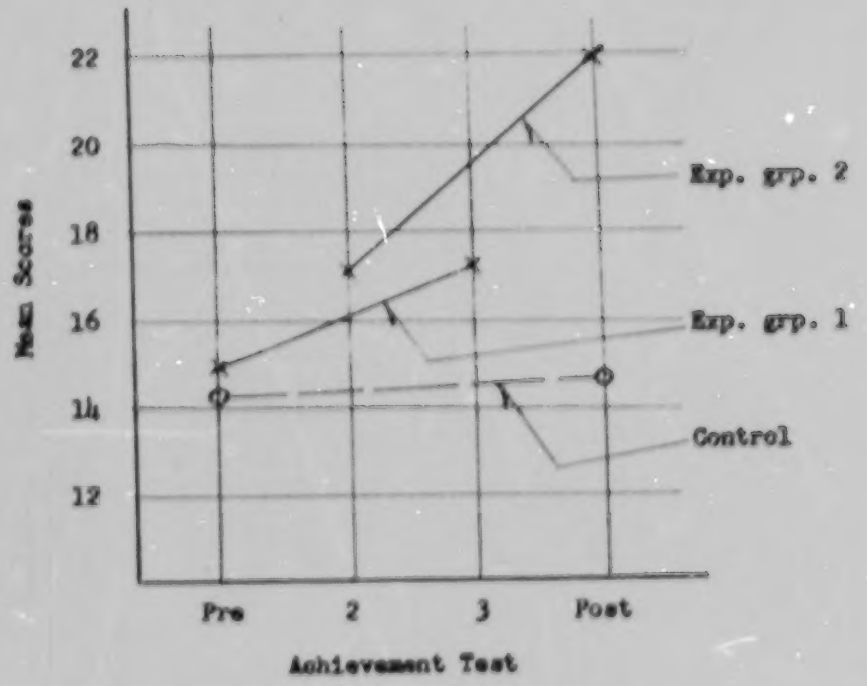
At grades 5, 7, 9, and 11 the results indicate very clearly that the materials have significantly improved the achievement levels of the Experimental groups. The Opinion Panel was not administered to the grade 5 students; but the opinions of the grade 7 and grade 11 students improved as the performance of these groups improved. This is a very significant finding, for it seems to indicate that as the student learns more about the law his opinion about certain aspects of the law improves. The grade 9 Experimental groups did not show a significant gain on the opinion score (although they did show a slight gain). This result will be discussed more completely in the following section. Except for these grade 9 opinion scores, however, all grades tested improved significantly on the achievement tests and on the opinion panels.

B. Grade 5

A graphical report of the grade 5 results is the next page of this report. Following it is a table listing the means for the various grade 5 groups tested, and the results of the statistical analyses carried out.

On the graph, the dashed line is for the Control group, and the solid lines are for the two Experimental groups. The symbol $>$ should be read "greater than" and the symbol $<$ should be read "less than." Thus "$< .01$" means that the null (or statistical) hypothesis of no difference in means is highly unlikely in the face of results--as a matter of fact, there is less than 1 chance in 100 that this result would have occurred if the hypothesis of no difference had been true.

The graphical results show a very moderate gain for the Control group, but clear gains for both Experimental groups. The gains are significant for the two groups; the difference between Control and Experimental 2 at post test time is significant; and there is no difference between Experimental 1 and Control at pre-test time. It seems safe to conclude that the Experimental students did learn the material. It also seems safe to say that the learning continued over the course of the year--it was not all "bunched up" at the beginning or at the end of the year.



Grade 5. Mean achievement test results for different testing times (experimental and control).

GRADE 5: SUMMARY OF ACHIEVEMENT TEST RESULTS

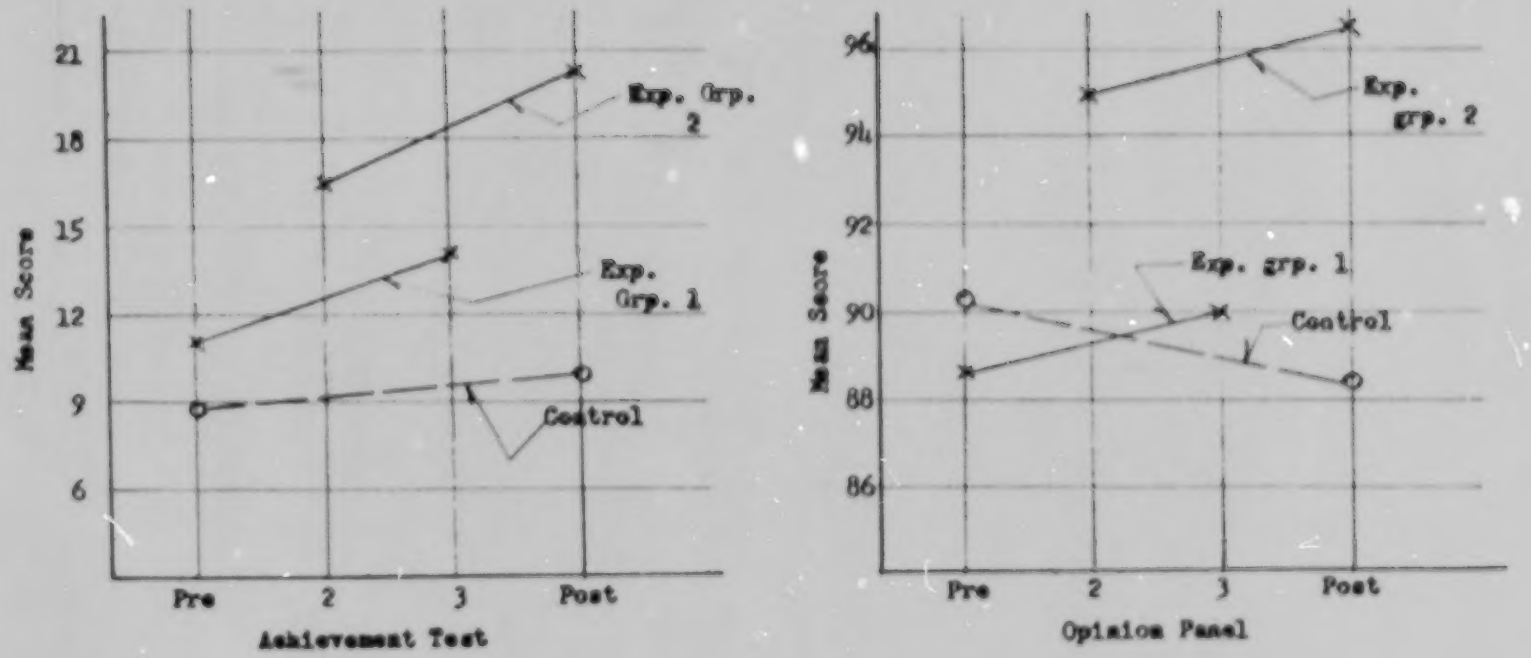
Testing Time	Group Means			Results	Prob. of observed diff. under null H_o
	Exp. 1	Exp. 2	Control		
Pre	15.0		14.1	1. No difference in mean scores at pre-test (Exp. 1 vs. Control).	> .10
2		17.1		2. Reject hypothesis of no difference at post test time. Exp. 2 is reliably superior to Control.	< .01
3	17.6			3. Reject hypothesis of no increase (testing times 1 to 3 and 2 to 4) for Experimental groups. Gains are reliable.	< .01
Post		21.9	14.7		

C. Grade 7

On the following page the results from the achievement test and opinion panel are displayed in graphical form. On the left is the achievement test, and on the right is the opinion panel. The growth for the two experimental groups, on both the achievement test and the opinion panel, is nearly a testbook example. Each indicated about the same amount of change, although their starting levels were somewhat different. The Control group changes slightly on the achievement test, and has a downward trend on the opinion panel.

The only weakness in the results is at the pre-test achievement test point. Here, by chance, the Experimental 1 group had a significantly higher starting score than did the control. The gain score for both Experimental groups, compared to Control, clearly indicate the success of the LAS materials, however. The mean score for the second Experimental group is more than 10 points higher than the Control group...and this on a test of only 30 items.

With these grade 7 students, it seems safe to conclude that the Experimental groups outperformed the Control groups on the achievement tests; and that this growth in information was accompanied by an increasingly positive opinion about the law and legal issues.



Grade 7. Mean achievement test and opinion panel results for different testing times.

GRADE 7: SUMMARY OF ACHIEVEMENT TEST RESULTS

SUMMARY OF OPINION PANEL RESULTS

Achievement Test					
Testing Time	Group Means			Results	Prob. of observed diff. under null H_o
	Exp. 1	Exp. 2	Control		
Pre	10.9		8.9	1. Reject hypothesis of no difference at pre-test. Exp. 1 reliably superior to Control.	< .01
2		16.3		2. Reject hypothesis of no difference at post test. Exp. 2 reliably superior to Control.	< .001
3	13.6			3. Reject hypothesis of no increase (testing times 1 to 3 and 2 to 4) for Experimental groups. Gains are reliable.	< .01
Post		20.3	9.8		
Opinion Panel					
Pre	88.7		90.4	1. No difference in mean scores at pre-test time (Exp. 1 vs. Control).	> .10
2		94.9		2. Reject hypothesis of no difference at post test. Exp. 2 reliably superior to Control.	< .01
3	90.0			3. Reject hypothesis of no increase (testing times 1 to 3 and 2 to 4) for Experimental groups. Gains are reliable.	< .01
Post		96.5	88.5		

D. Grade 9

The graphical display of the means scores for all groups in grade 9 on the achievement test and opinion panel follows on the next page. After this graph is the chart summarizing the results of the statistical tests.

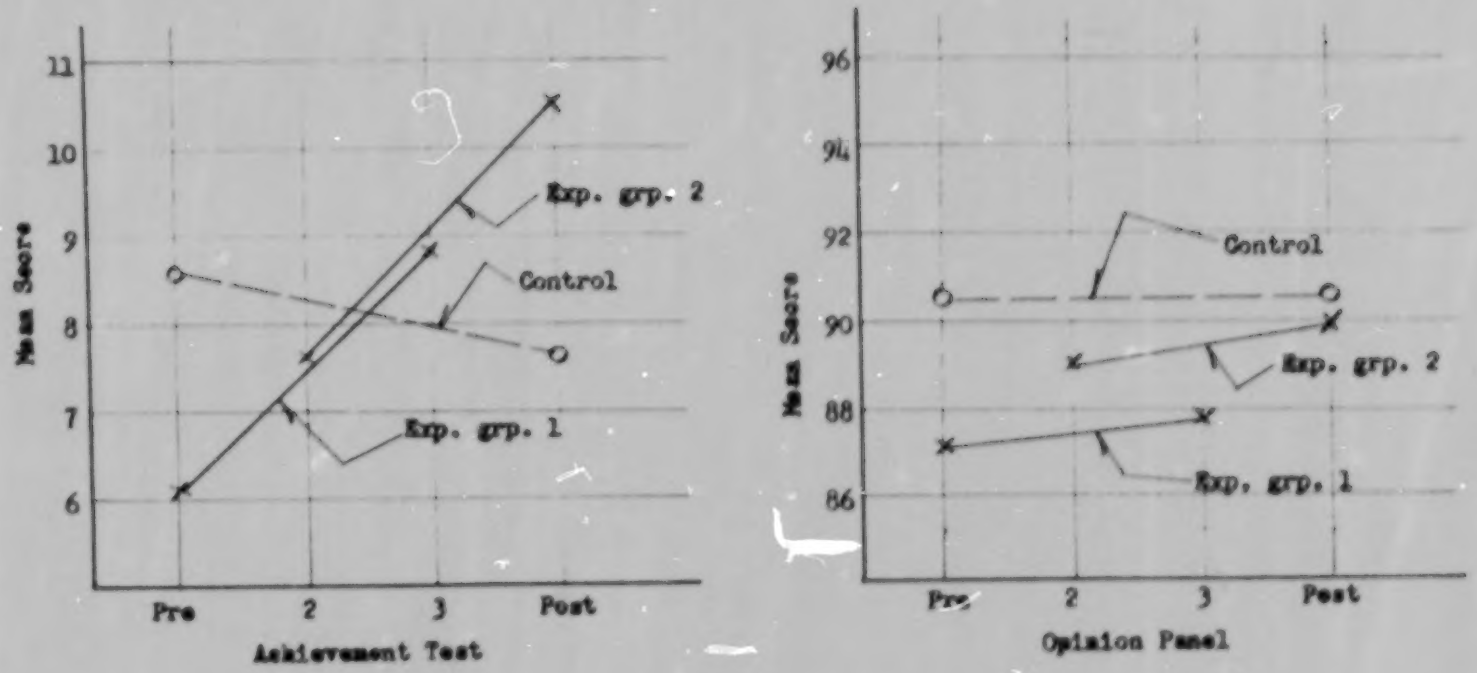
Looking first at the achievement test, we see that the four experimental means fall almost in a straight line. The two testing groups were apparently matched very closely in performance levels. The growth is steady; and the gain for the two groups is significant. In addition, whereas the Control group exceeds the Experimental 1 at pre-test time, Experimental 2 outperforms Control significantly at post test time.

The Opinion Panel results for grade 9 do not show a significant gain for the Experimental groups. The Control group also does not change at all, while the two Experimental groups move upward a small (and insignificant) amount. This is in contradiction with the grades 7 and 11 results, where the increased achievement was accompanied by a significant improvement in opinion. The opinion scores did not decrease; they only did not increase as expected.

A number of possible causes can be put forward. For one thing, the opinion panel possibly does not reflect closely enough the topical coverage of the grade 9 course. Topics like consumer law, landlord-tenant, and welfare are simply not included in the opinion panel. Perhaps it is too much to ask that this information be generalized in the mind of the student, to yield a general improvement in opinion, on questions like those asked in the twenty-five item panel.

The result may also be a statistical artifact. It is possible that we simply got peculiar samples for this part of the study. In any event, this

is a point which merits some further attention. In the future, we hope to restructure an opinion panel to more adequately reflect the content of the grade 9 course, to see if improved opinions do accompany increased knowledge about these concepts.



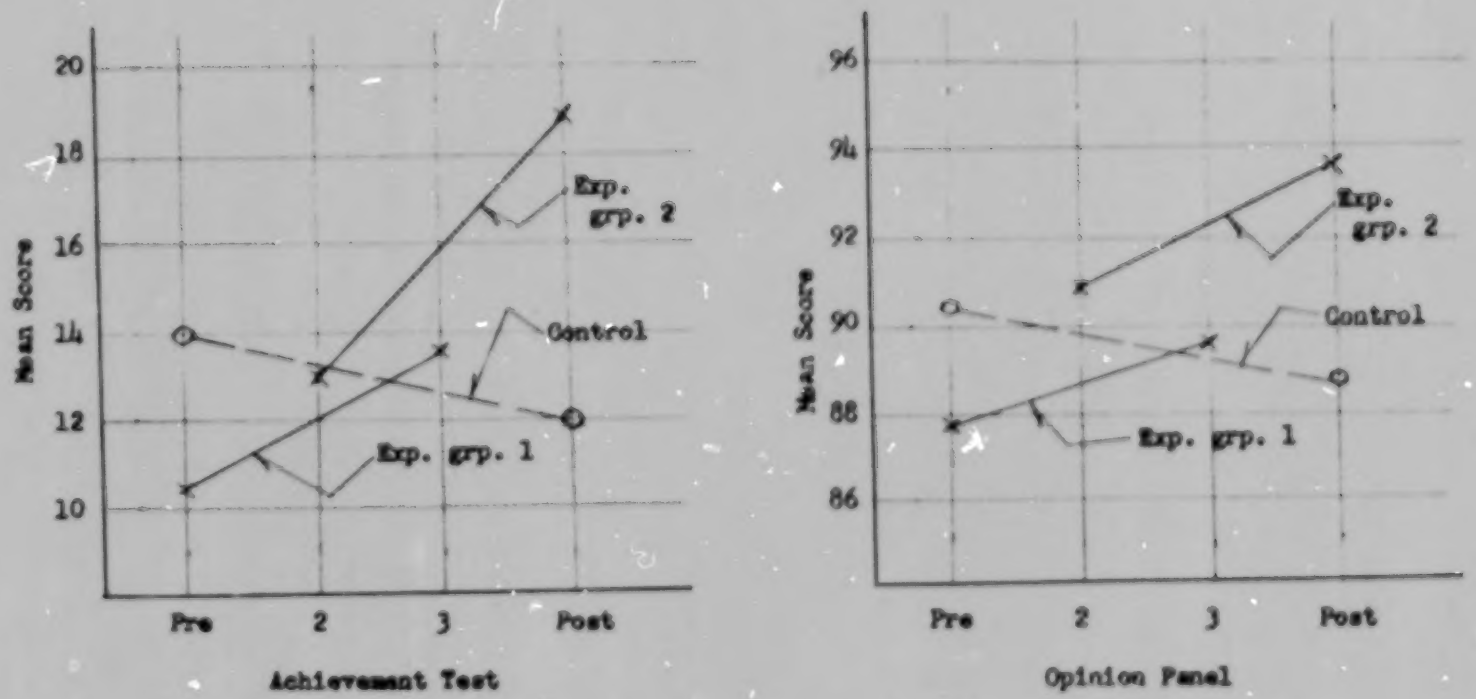
Grade 9. Mean achievement test and opinion panel results for different testing times.

GRADE 9: SUMMARY OF RESULTS

Testing Time	Group Means			Results	Prob. of result
	Exp. 1	Exp. 2	Control		
Achievement Test					
Pre	6.0		8.6	1. Reject hypothesis of no difference at pre-test. Control reliably superior to Exp. 1.	< .01
2		7.6		2. Reject hypothesis of no difference at post test. Exp. 2 reliably superior to Control.	< .01
3	8.9			3. Reject hypothesis of no increase (testing times 1 to 3 and 2 to 4) for Experimental groups. Gains are reliable.	< .01
Post		10.5	7.9		
Opinion Panel					
Pre	87.2		90.8	1. Reject hypothesis of no difference at pre-test. Control reliably superior to Exp. 1	< .01
2		88.8		2. No difference in means scores at post test (Control v. Exp. 2).	> .10
3	87.9			3. Retain hypothesis of no increase for Experimental Groups (1 to 3 and 2 to 4).	> .10
Post		90.0	90.8		

E. Grade 11

The 11th grade results are presented first in the form of a graph, then in summary form on the following two pages. The results are again a "textbook-like" example. For both the achievement test and the opinion panel, the Control group began the year at a significantly higher level. By the end of the year, the Experimental group, on both measures, was significantly outperforming the Control. In addition, the gains for the two Experimental groups on both measures were significant. The students can learn the material; their opinions are apparently subject to improvement; and this process apparently continues throughout the year.



Grade 11. Mean achievement test and opinion panel results for different testing times.

GRADE 11: SUMMARY OF RESULTS

Testing Time	Group Means			Results	Prob. of result
	Exp. 1	Exp. 2	Control		
Achievement Test					
Pre	10.3		14.0	1. Reject hypothesis of no difference at pre-test. Control reliably superior to Exp. 1.	< .01
2		13.0		2. Reject hypothesis of no difference at post test. Exp. 2 reliably superior to Control.	< .01
3	13.4			3. Reject hypothesis of no increase for Experimental groups (testing times 1 to 3 and 2 to 4). Gain is reliable.	< .01
Post		18.8	11.8		
Opinion Panel					
Pre	87.8		93.3	1. Reject hypothesis of no difference at pre-test. Control reliably superior to Exp. 1	< .05
2		90.8		2. Reject hypothesis of no difference at post test. Exp. 2 reliably superior to Control.	< .01
3	89.7			3. Reject hypothesis of no increase in Experimental groups (testing times 1 to 3 and 2 to 4). Gain is reliable.	< .01
Post		93.7	89.2		

IV. REPORT ON ACHIEVEMENT TEST ITEMS

In this section, the individual items in the four achievement tests (grades 5, 7, 9, and 11) will be reported. The charts containing the items will also include information about the proportion of sample responding correctly at each of the four testing times. A few descriptive remarks about the charts are appropriate:

a. The Experimental group proportions are marked with an (x).

b. The Control group proportions are marked with an (o).

c. A trend line for the Experimental group is drawn with a solid line. For reference, the pre- and post test proportions for the Control group are connected by a broken line.

d. The horizontal axis is a time axis. The "Pre, 2, 3, Post" refer to the four testing times over the course of the year.

e. The vertical axis reflects the proportion in sample answering the item correctly.

A. Grade 5

On 31 of the 34 items the Experimental trend line ends up higher than the line connecting Control proportions correct. This simply reaffirms the significant gain reported in the last section. Most of the items do indicate a steady increase in proportion answering correctly as the year passes.

We should look more carefully, in future years with the program, at two groups of items. The first group includes those items where the proportions answering correctly over the course of the year is quite low. This group includes items 28, 33, and 34. We have arbitrarily established "quite low" to reflect the "guessing proportion." That is, if the students just guessed at the answer, with three possible alternatives, they should have

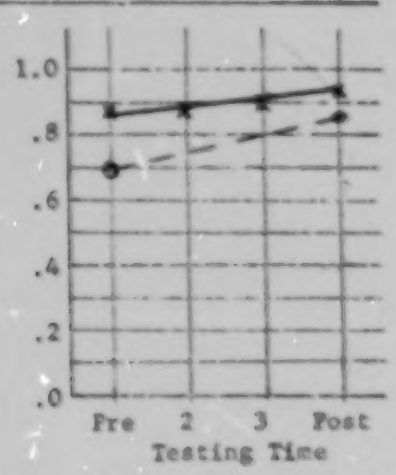
a proportion correct of 1/3, or .33. Item 33 may be of questionable importance, but items 28 and 34 do seem like fairly important concepts. We should examine the materials, or the presentation techniques, to try to determine the reason for the difficulty students are having with these two items.

A second group of items includes those where the proportion answering correctly seemed to have a downward trend. Such a trend might be caused by forgetting. The material may be presented earlier in the year, infrequently reviewed, and subsequently forgotten by certain members of the class. Forgetting is inevitable to a certain extent, and this cause is not too disturbing. Another possible explanation, though, is more troublesome. It is also possible that information given later in the program creates interference with the once learned information. The items in this category include numbers 11 and 12. A content analysis of these items indicates that both are pretty much based on factual recall; and we suspect that the forgetting hypothesis is the appropriate one in this instance.

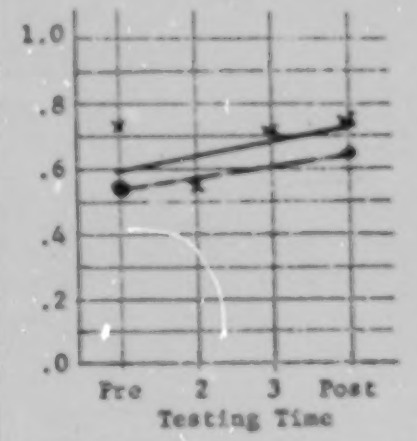
Grade 5

x = Experimental
o = Control

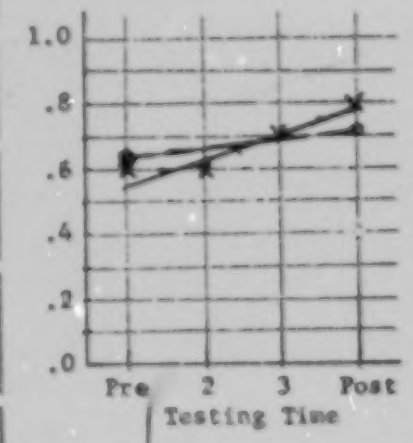
1. A law is a
   a. warrant.
--b. rule.
   c. contract.



2. Many of our early ideas about laws came from
   a. France.
--b. England.
   c. Spain.



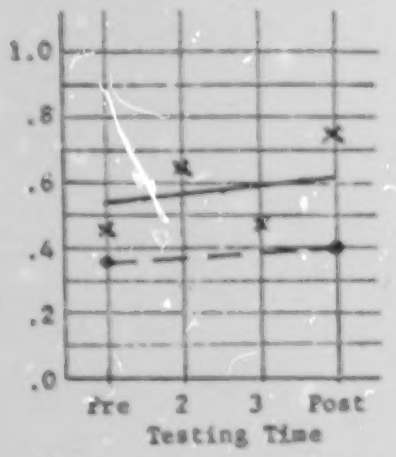
3. A law that says "Students must study 24 hours a day" is a bad law because
   a. the meaning isn't clear.
   b. not everyone would know about it.
--c. it can't be obeyed.



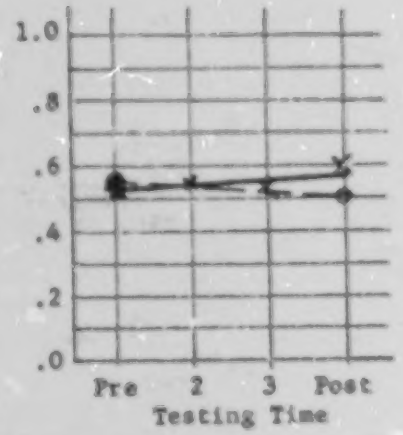
Grade 5

x = Experimental
o = Control

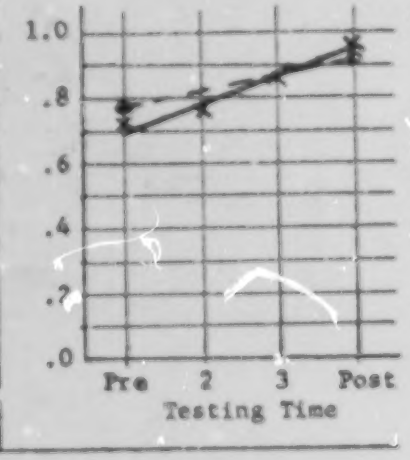
4. For every right you enjoy, you also have a
   a. freedom.
   --b. responsibility.
   c. punishment



5. In any trial, a person found guilty is sentenced by the
   a. jury.
   b. lawyer.
   --c. judge.



6. A person who sees a crime and then tells what happened in a court trial is a
   --a. witness.
   b. detective.
   c. criminal.

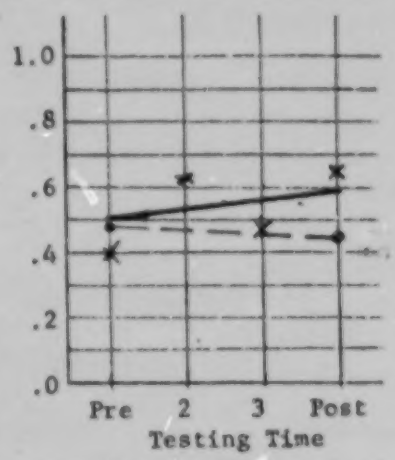


Grade 5

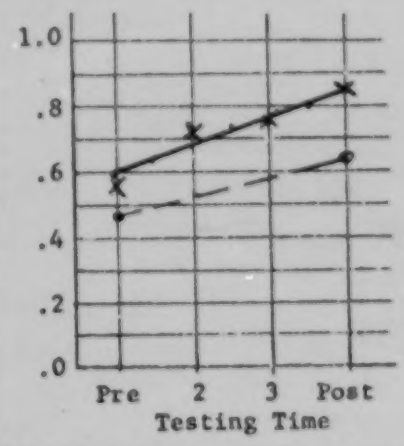
x = Experimental

o = Control

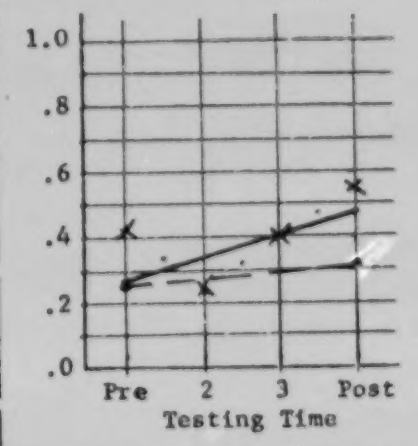
7. If you were on trial for a crime, which one of the following could not serve on the jury?
   a. A Negro.
   b. A teacher.
--c. Your mother.



8. The highest court in the United States is the
--a. Supreme Court.
   b. Circuit Court.
   c. King's Court.



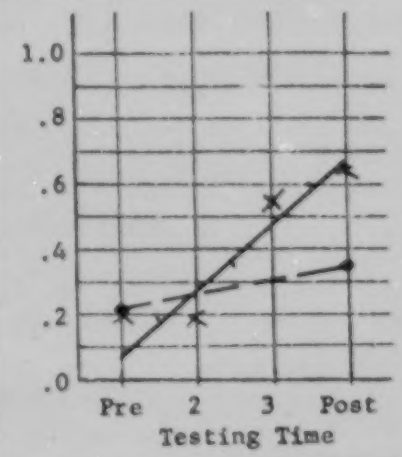
9. The early Puritan settlers came to North America to
--a. set up a Puritan church.
   b. start a revolution.
   c. look for gold and silver.



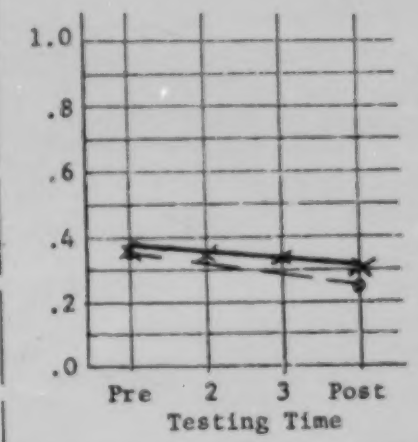
Grade 5

x = Experimental
o = Control

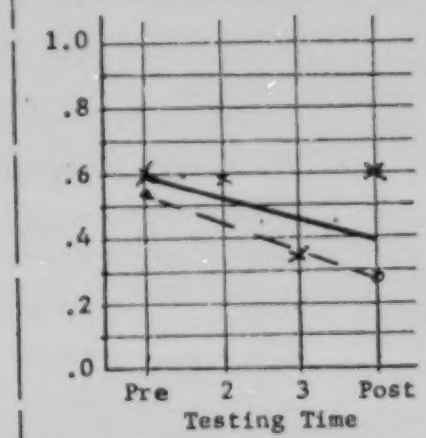
10. The trial of John Peter Zenger in 1734 was important because it started the idea that
--a. a man could print the truth in newspapers.
b. every citizen has the right to vote.
c. a person could worship as he pleased.



11. One colony that welcomed people of all religions was
a. Massachusetts Bay.
--b. Pennsylvania.
c. Virginia.



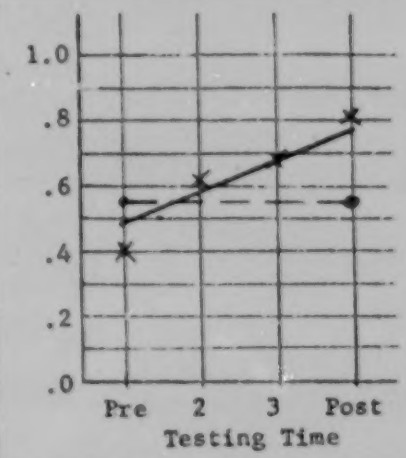
12. The Pilgrims signed an agreement to obey the laws of their new colony. This agreement was called the
a. Magna Carta.
--b. Mayflower Compact.
c. Declaration of Independence.



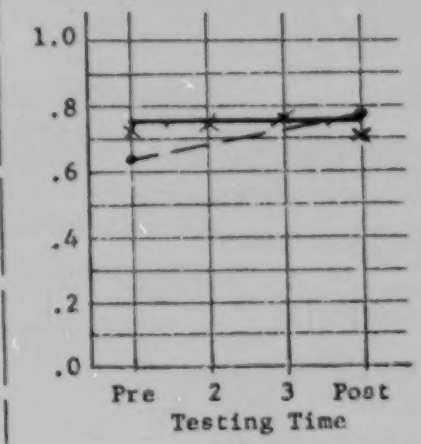
Grade 5

x = Experimental
o = Control

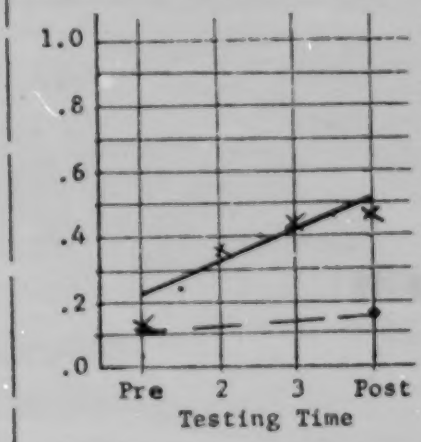
13. The American colonists were angry with King George of England because
--a. he taxed the colonists without their permission.
b. he made the colonists write a Constitution.
c. he wanted the colonists to start industries.



14. Thomas Jefferson believed that
a. government belongs to a King.
--b. God gave certain right to all men.
c. people should never have a revolution.



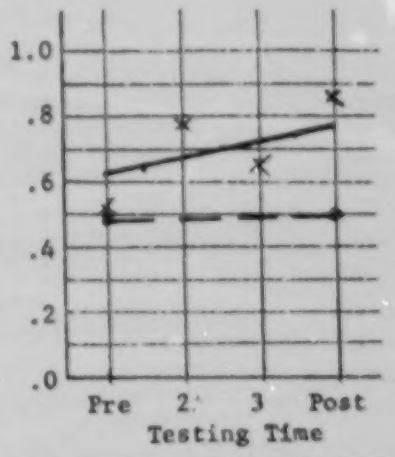
15. One job of the United States Congress is to
a. catch lawbreakers.
--b. pass laws.
c. judge lawsuits.



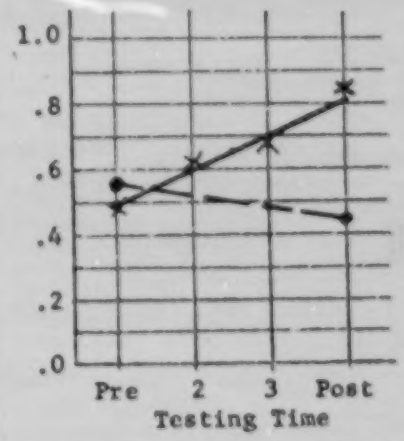
Grade 5

x = Experimental
o = Control

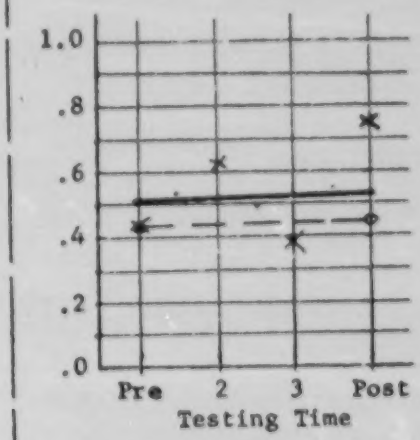
16. The saying, "All men are created equal" means that
--a. laws should give the same protection to all people.
b. everyone is equally smart.
c. some people are better than others.



17. In America, the government is run by
a. men with the most money.
--b. representatives of the people.
c. vigilance committees.



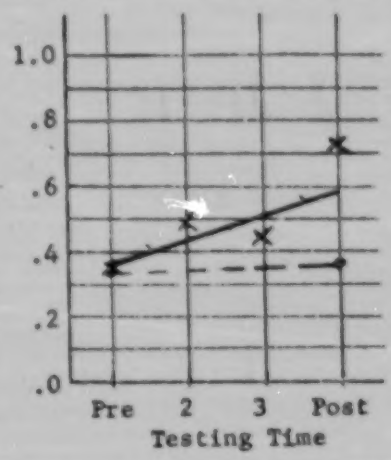
18. The right to worship as you please means that you enjoy
a. freedom of the press.
--b. freedom of religion.
c. freedom of speech.



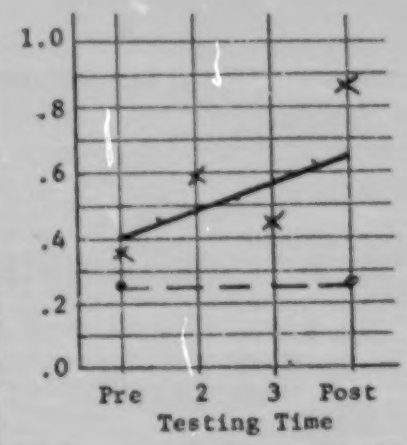
Grade 5

x = Experimental
o = Control

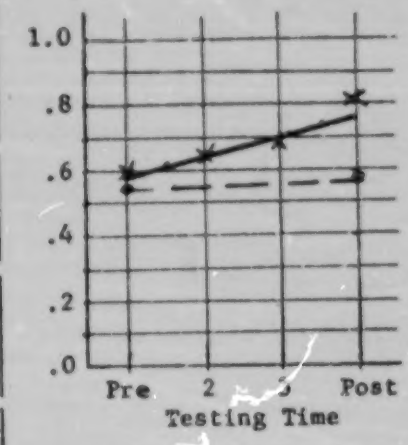
19. The plan of government for our nation is found in the
--a. Constitution.
b. Emancipation Proclamation.
c. Declaration of Independence.



20. The Bill of Rights is the
a. first ten Black Codes.
--b. first ten amendments to the constitution.
c. Ten Commandments.



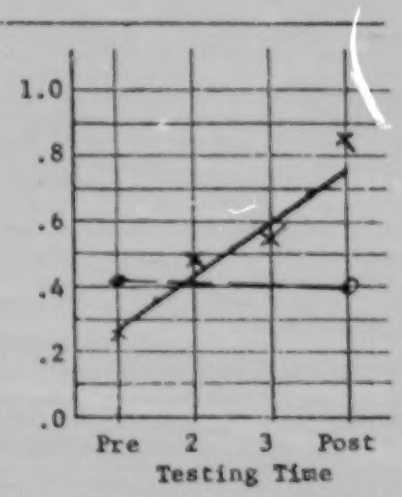
21. A policeman cannot search your house without a
--a. warrant.
b. law.
c. treaty.



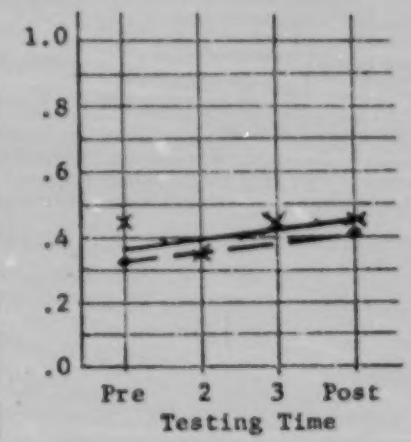
Grade 5

x = Experimental
o = Control

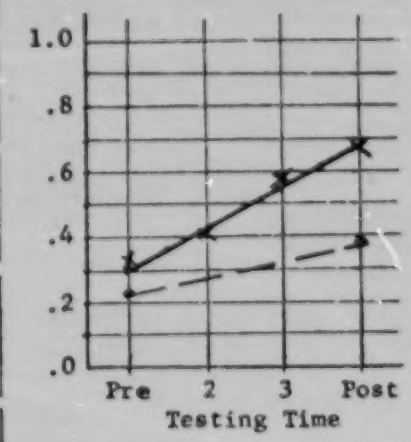
22. The Declaration of Independence says that the government of a nation belongs to the
  a. King.
  b. President.
--c. People.



23. Strict rules that took a slave's rights away from him were called
  a. writs of assistance.
--b. Black Codes.
  c. headrights.



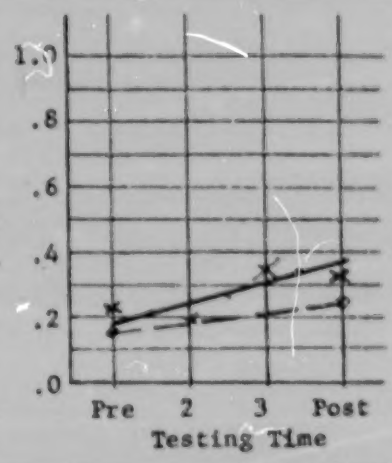
24. Which happened first?
  a. Negroes get the right to vote.
  b. Negroes are freed from slavery.
--c. Negroes are sold on the auction block.



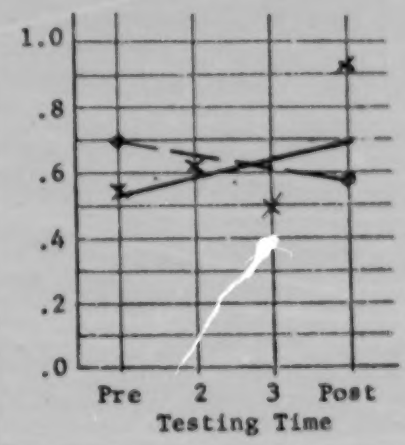
Grade 5

x = Experimental
o = Control

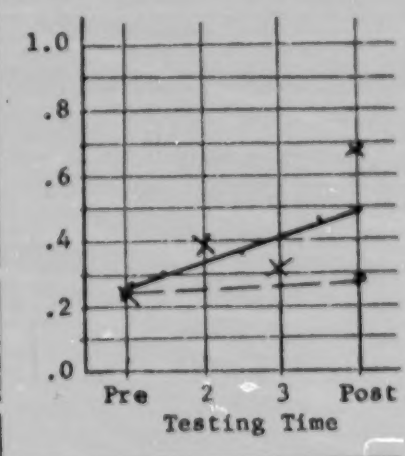
25. Southerners believed that slaves were
  a. freedmen.
--b. property.
  c. indentured servants.



26. Many Southerners were in favor of slavery because
  a. the Constitution said slavery was good.
  b. Negroes wanted to be slaves.
--c. Southerners needed cheap labor for farming.



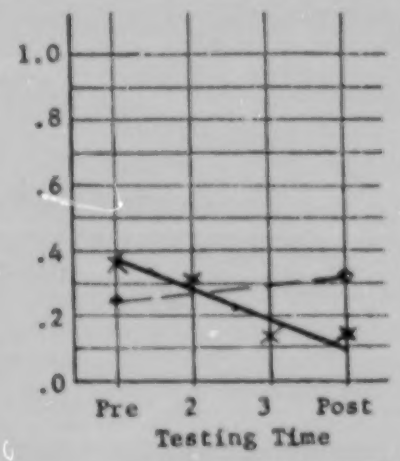
27. The separation of Negroes and whites in schools, transportation and restaurants is called
--a. segregation.
  b. congregation.
  c. integration.



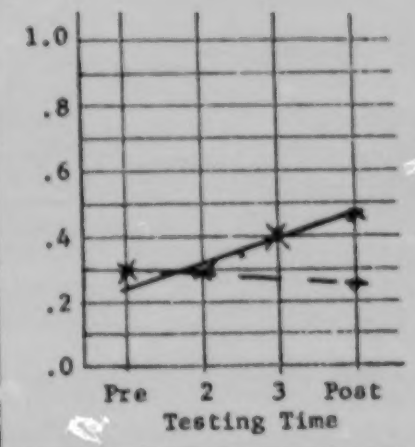
Grade 5

x = Experimental
o = Control

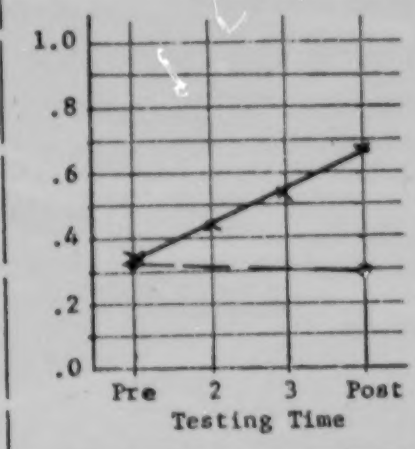
28. In every state of the United States, slavery was made illegal by
--a. an amendment to the Constitution.
b. The Declaration of Independence.
c. The Emancipation Proclamation.



29. When crooks stole from miners, the miners formed
a. legislatures.
b. state police.
--c. vigilance committees.



30. One of the worst crimes on the frontier was
a. not going to church.
b. gambling.
--c. stealing a horse.

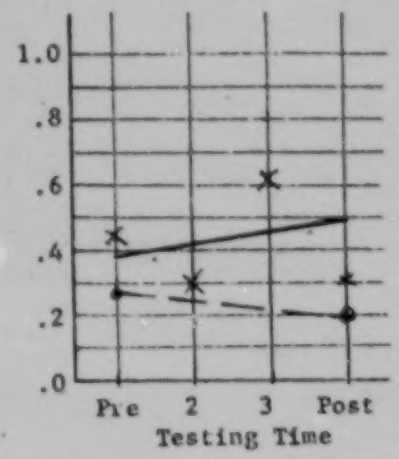


Grade 5

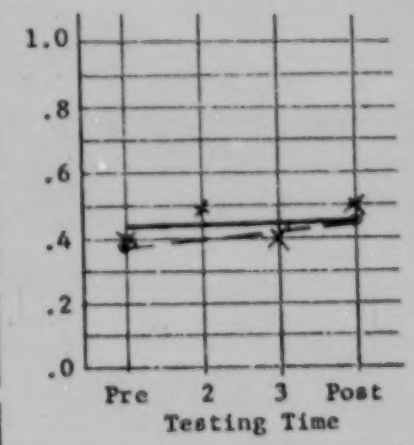
x = Experimental

o = Control

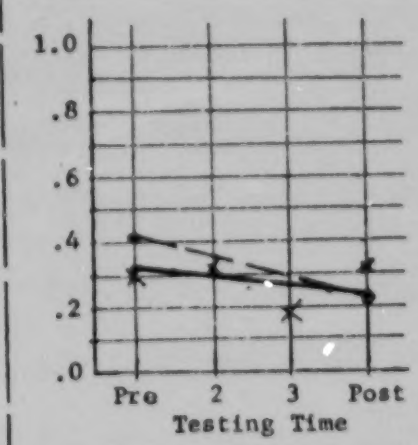
31. People who settled frontier land and farmed it said it belonged to them by
--a. squatters' rights.
b. indentured contracts.
c. legal title.



32. People living on the frontier believed that cruel punishments
a. were not necessary.
--b. helped prevent crime.
c. should not be given to Indians.



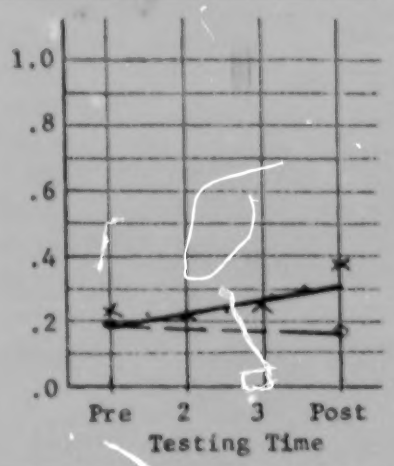
33. The Indians believed that land belonged to
a. the chief of the tribe.
--b. all the people of a tribe.
c. the spirits of the dead.

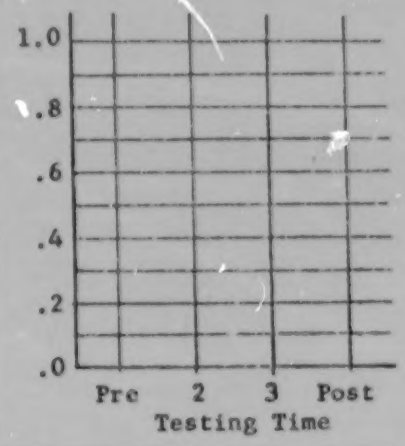


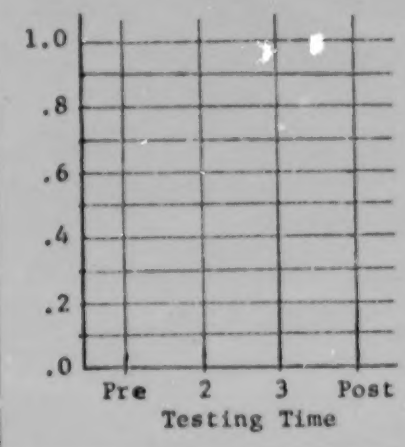
Grade 5

x = Experimental
o = Control

34. An example of "taking the law into your own hands" is
--a. lynching a man.
b. serving on a jury.
c. being a sheriff.







B. Grade 7

The thirty items for the 7th grade test are reproduced on charts in the following ten pages. Again, the proportions responding correctly to the four testing items are reported.

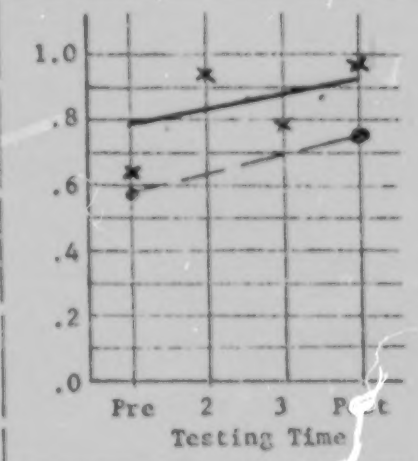
The results reflect the significantly higher performance for the two experimental groups, which was reported earlier. The overall trend shows increased performance for the Experimental group on 28 of the 30 items, compared to 18 of the 30 for the Control; the Experimental group has a higher trend line than Control on 26 of the 30 items, with the other four too close to call.

The Experimental group scores below the chance level on only one item--item no. 50. It appears as though the Experimental students simply do not know the meaning of a Bill of Attainder. The only item, which deals with the status of the first Negroes brought to the United States, is important enough to receive some additional attention in the instructional program. It appears as though something the students are learning later in the program is confusing their understanding level as the year progresses.

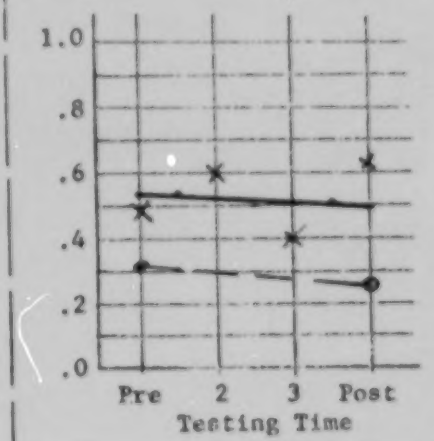
Grade 7

x = Experimental
o = Control

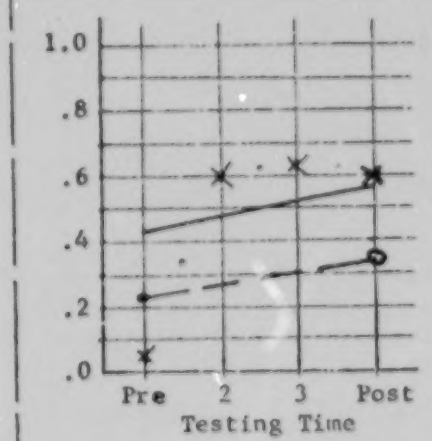
26. The Puritans came to North America because:
--a. They wanted to be free to practice their own religion.
b. They were sent to fight the Indians.
c. They liked to travel.
d. They wanted to be able to live in a better climate.



27. Before 1700, freedom of the press, in the American Colonies was:
--a. Limited -- there wasn't much of it.
b. As great as today.
c. Unconstitutional.
d. Not considered important or worth while.



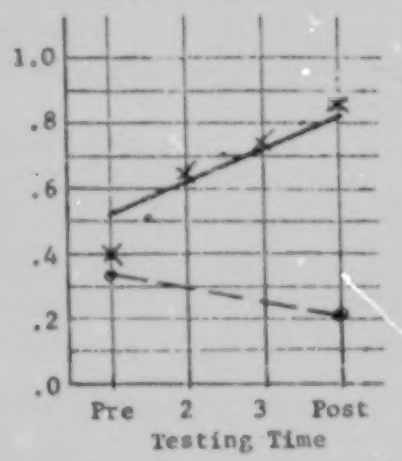
28. One of the first people to fight for separating the Church and the Government was:
a. John Peter Zenger.
--b. Roger Williams.
c. William Bradford.
d. John Winthrop.



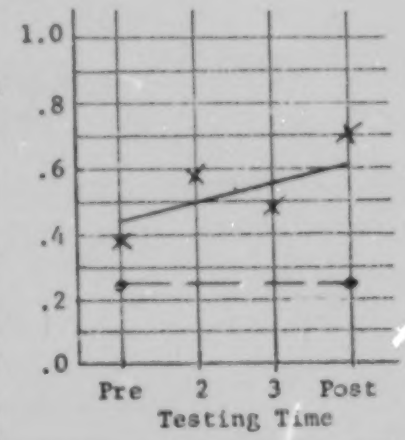
Grade 7

x = Experimental
o = Control

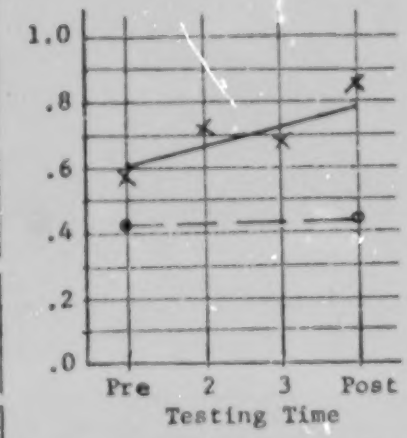
29. In 1638 the Puritan leaders arrested Anne Hutchinson. Why did they do this?
--a. Because she wanted people to practice religion in a different way.
b. Because she was a woman who wanted to vote, and that was against the law.
c. Because she belonged to the wrong political party.
d. Because she was accused of stealing.



30. Today, in Public School Systems, separation of the church and state means:
a. Public school children may not be released from school to attend religious instruction classes or religious services.
b. Private school children may not ride on public school buses.
--c. Students cannot be made to recite from the Bible.
d. Students are not allowed to say the name of any religion in school.



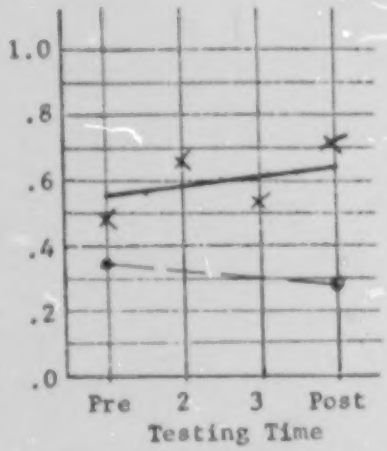
31. The First Amendment to the Constitution says that:
a. A person must practice the religion of the majority, because the majority rules.
b. A person can practice any religion, but if it's not the majority religion, he has to pay to do so.
--c. A person has to be free to practice his own religion, or no religion at all.
d. Some religions cannot be practiced by anybody, because the public is against certain kinds of religion.



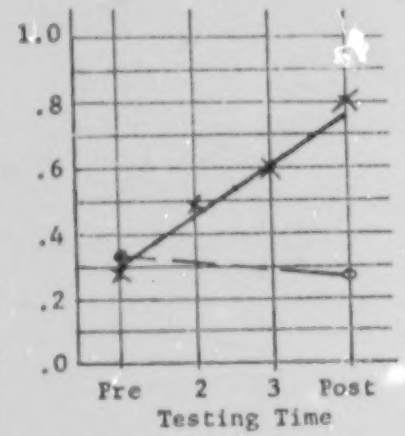
Grade 7

x = Experimental
o = Control

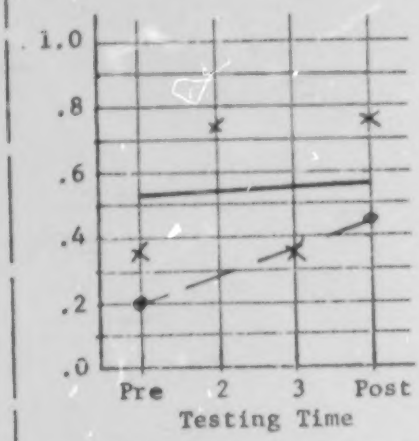
32. A newspaper is free to criticize the government if:
  a. The Government gives it permission.
--b. The story is not intentionally made up of lies.
  c. The story is approved by more than half of the local newspapers.
  d. The story will not make people angry.



33. "Libel" means writing something about a person that:
  a. Is true and can be proved in court.
--b. Is not true and is said to make people think bad things about the person.
  c. Is not good for his political career.
  d. Tells about something the person did when he was young which he now regrets.



34. Writs of Assistance were used by the customs agents in Colonial times to catch:
  a. Tories.
  b. Rebels.
  c. Runaway Slaves.
--d. Smugglers.

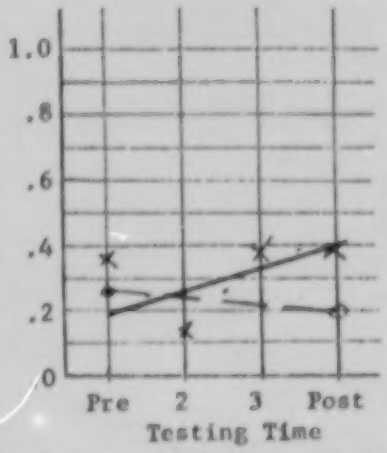


Grade 7

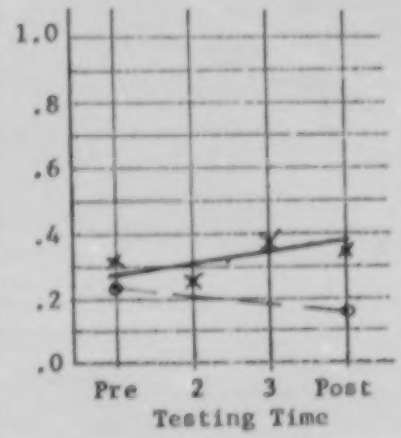
x = Experimental

o = Control

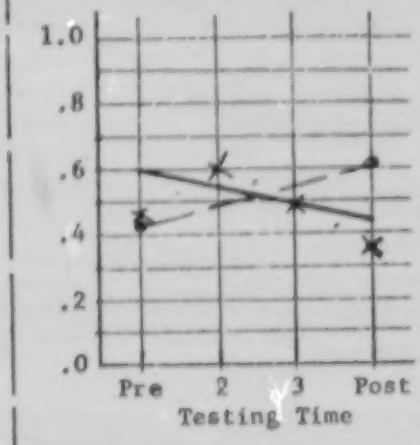
35. The Sedition Act of 1798 was passed to:
   a. Keep undesirable immigrants out of the country for 20 years.
   b. Establish a National Bank.
   --c. Stop criticism of the president and his government.
   d. Do away with Writs of Assistance.



36. Freedom of Speech means that usually a person can say what he wants but that:
   --a. A person cannot try to make others overthrow the government.
   b. Every speech has to be cleared with an official before it can be given.
   c. No speech can criticize the ideas or religion of another group.
   d. No person can give a speech if others might object to it by picketing or causing a disturbance.



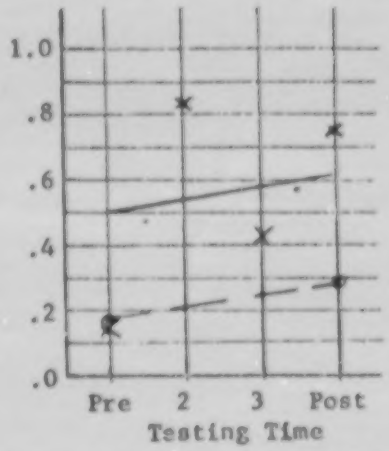
37. The first Negroes who were brought to this country were made:
   a. Apprentices.
   b. Free men.
   --c. Indentured Servants.
   d. House servants.



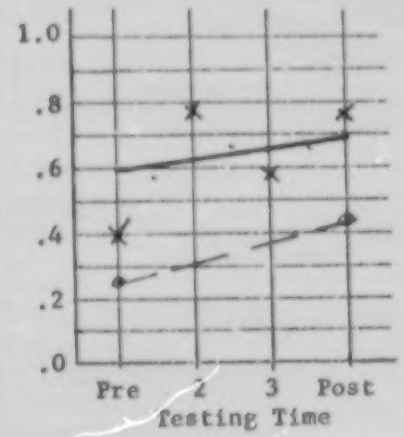
Grade 7

x = Experimental
o = Control

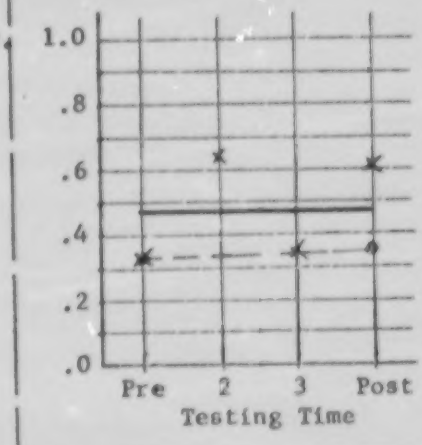
38. Indentured Servants were:
--a. People who sold themselves to work for someone else for a state number of years.
b. People who worked for a craftsman without pay for a few years to learn a trade.
c. People who were forced to work for someone without pay for their entire lifetime.
d. People who worked for the government in one of the colonies.



39. Plantation owners who kept slaves did so because:
--a. Using slaves let them make more of a profit on the cotton they sold.
b. Slaves were not willing to leave the plantations.
c. The government forced them to use slaves rather than free men.
d. Slaves were the only ones who knew how to do the work of a plantation.



40. The Black Codes were:
a. Promises that Negroes took not to run away.
b. Promises by white masters to treat the Negroes fairly.
--c. Laws that denied Negro slaves most of their civil rights.
d. Secret rules of a Negro religion.

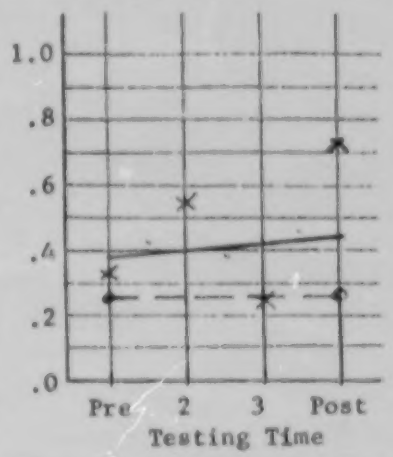


Grade 7

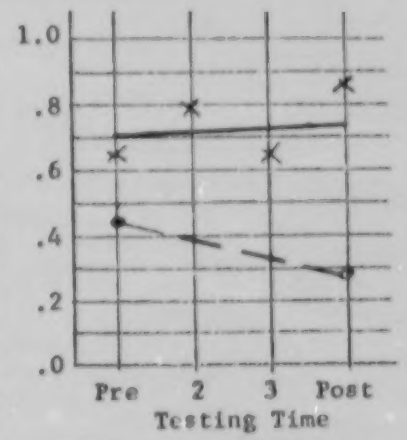
x = Experimental

o = Control

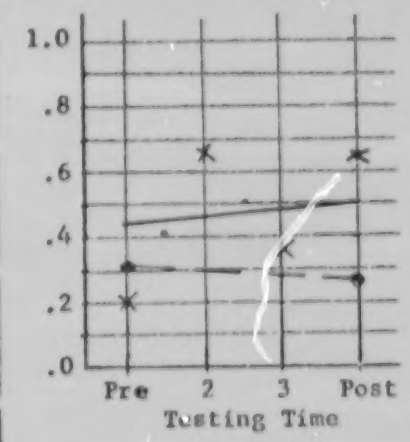
41. The colonists felt that if they were going to be taxed by the British government, they:
  a. Should get a part of the money.
  b. Collect the taxes themselves.
  c. Should be able to trade freely with Africa and the West Indies.
--d. Should be represented in parliament.



42. A search warrant can be used:
--a. For a limited time and a specific purpose.
  b. For at least 60 days if the police want.
  c. Longer than sixty days but not more than ninety.
  d. Forever.



43. The thirteenth amendment made:
  a. Citizens who did not own land eligible to vote.
  b. Civil rights activities legal.
  c. Women eligible to vote.
--d. Owning slaves in the United States unconstitutional.

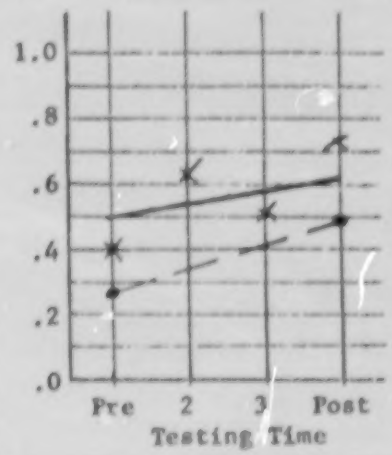


Grade 7

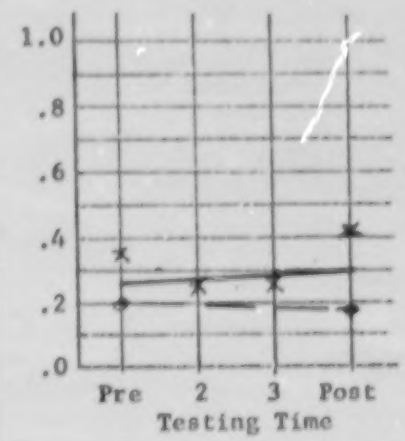
x = Experimental

o = Control

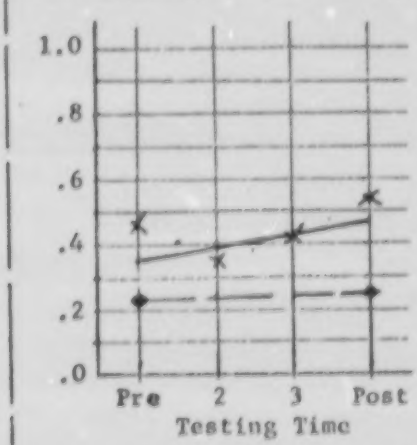
44. The plan of government for the United States is found in the:
--a. Constitution.
b. Mayflower compact.
c. Declaration of Independence.
d. Emancipation Proclamation.



45. Benjamin Banneker, a free Negro, helped:
a. Fight Indians.
--b. Design the national capitol.
c. Invent new methods of mass production.
d. Elect George Washington.



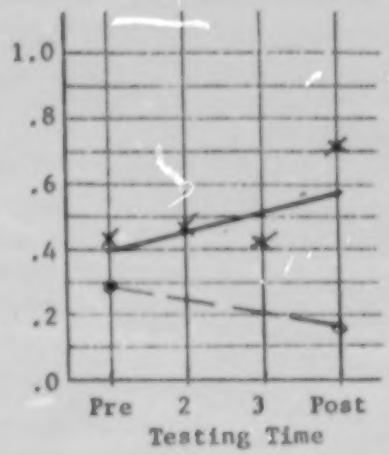
46. Suffrage means the right to:
a. Fair trial.
b. Citizenship.
--c. Vote.
d. Amend the constitution.



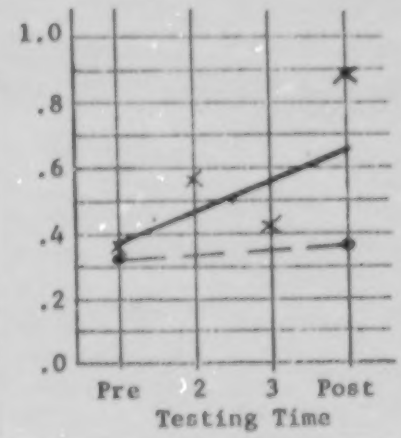
Grade 7

x = Experimental
o = Control

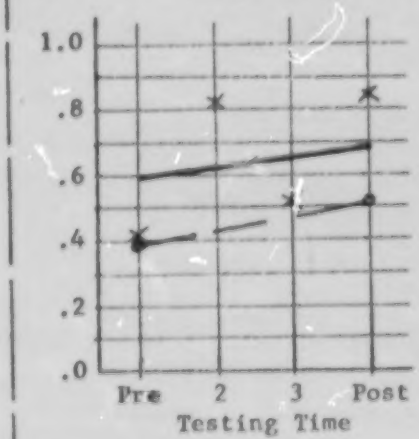
47. The Fifteenth Amendment says:
--a. No one may be denied the right to vote because of race.
b. No one may be denied the right to vote because of his lack of property.
c. The poll tax is not legal.
d. Women may vote.



48. The number of Congressmen each State has in the House of Representatives depends on:
a. The area of the state.
b. Number of counties in the state.
--c. The population of the state.
d. The number of large cities.



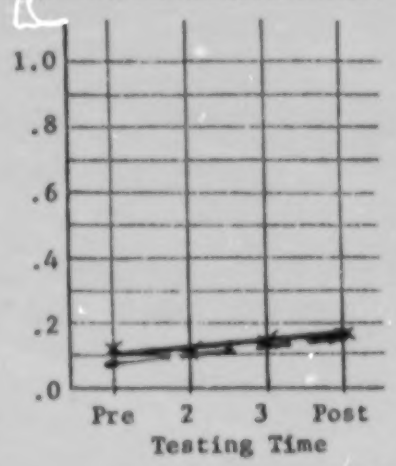
49. A decline in slavery after the Revolutionary War was reversed by the invention of the:
a. Steam locomotive.
b. Steam boat.
c. Sewing machine.
--d. Cotton gin.



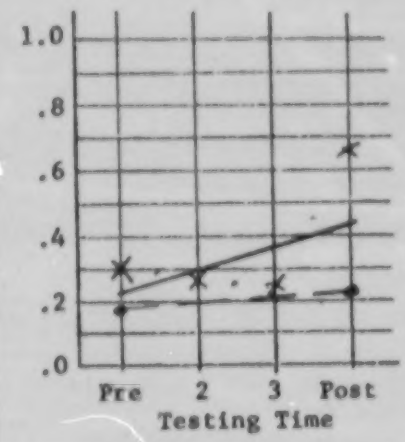
Grade 7

x = Experimental
o = Control

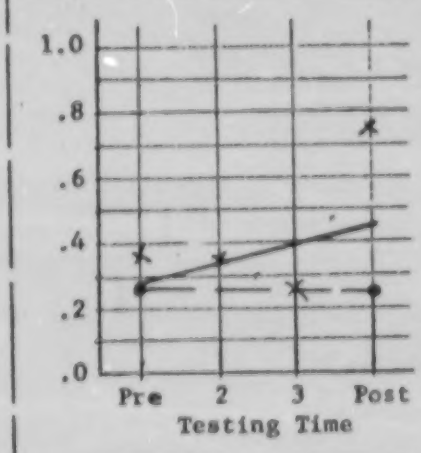
50. A Bill of Attainder is a law that provides:
  a. A jury trial.
--b. No jury trial.
  c. A Bench trial.
  d. A hearing before a grand jury.



51. A Writ of Habeas Corpus can:
--a. Secure the release of a person not yet charged with a crime.
  b. Secure the release of a prisoner after conviction.
  c. Guarantee free speech.
  d. Guarantee freedom of assembly.



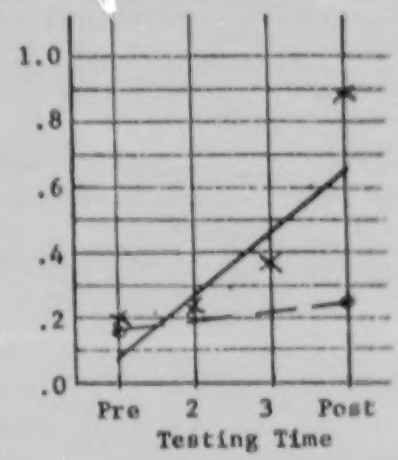
52. Ex Post Facto means:
  a. A newly passed law is unconstitutional.
  b. The President may veto a new law.
--c. The passage of a criminal law that states some past action was a violation of said law.
  d. Release the person.



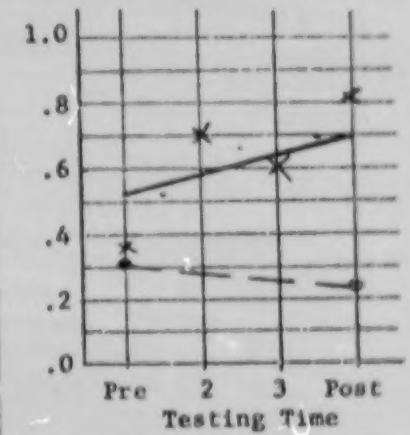
Grade 7

x = Experimental
o = Control

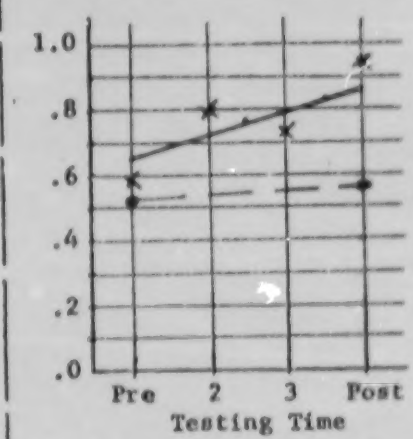
53. The three-fifths clause of the constitution dealt with:
  a. How many states could join the Union.
  b. How to count votes in the Senate.
--c. How to count slaves for purposes of representation and taxation.
  d. How women could vote.



54. A traitor is one who:
--a. Plots to overthrow the government.
  b. Cheats on a civil service test.
  c. Has a police record.
  d. Refuses to serve in the armed forces.



55. Police are allowed to search an apartment:
  a. Whenever they feel like it.
  b. Whenever a person with a criminal record lives there.
  c. Whenever 3 or more policemen think it ought to be searched.
--d. Whenever they have a search warrant.



C. Grade 9

The individual item reports for the 9th grade achievement test follows on the next eight pages. As can be seen on these graphs, the results for the 9th grade program generally show the Experimental groups growing on the items at a rate which exceeds the Control group. This general result supports the outcomes reported in Section 3.

However, the results are not quite as clear for the 9th grade as they are for the 5th, 7th, and 11th grades. One problem is that the 9th grade test is a short test. The particularly easy items were not included, and all of the items which were included tend to be rather difficult. This may have decreased the amount of change we were able to detect.

On 18 of the 24 items the Experimental trend line had passed the Control group by the end of the year. Two of the other items were simply too close to call. The Experimental group scores below the change level (0.25 correctly responding) on items 37, 39, 41, and 42. These topics are covered in the LAS material. It is possible that the items are simply worded in a manner which causes the respondents trouble. The topics included in these items are all important, and further work with the 9th grade program should include some emphasis on restating the items in a simpler manner, as well as making sure that the concepts are presented in class in a manner that the students can understand them.

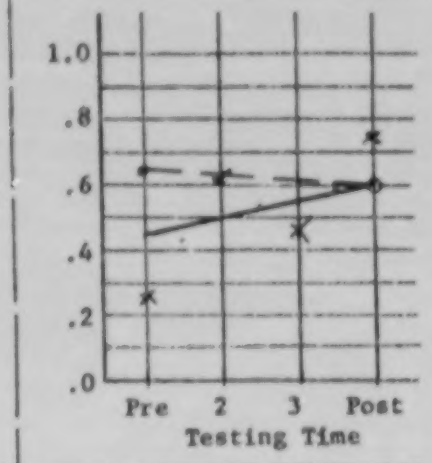
Grade 9

x = Experimental

o = Control

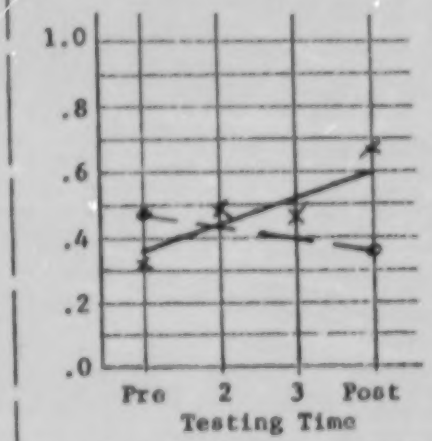
26. If a man wished to build a gas station in a residential part of the city, he would probably need the permission of which City Commission?

a. Human Relations
b. Health
--c. Zoning
d. Traffic



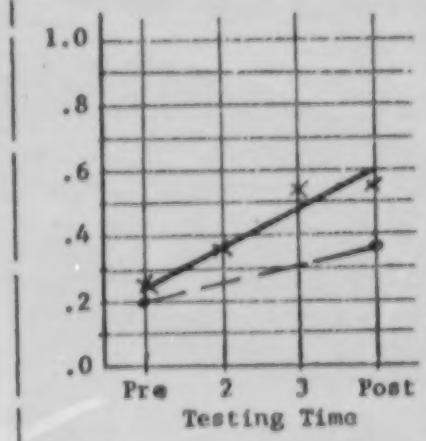
27. The United States Constitution states that "Nor shall private property be taken for public use, without just compensation." This means that a city

a. Cannot take a man's property unless the man agrees.
b. Can take a man's property for public use without paying him for it.
c. Can take a man's property if he doesn't need it without paying him for it.
--d. Can take a man's property for public use, but only if it pays the man a fair price for it.



28. A city gets the power to have its own police force from:

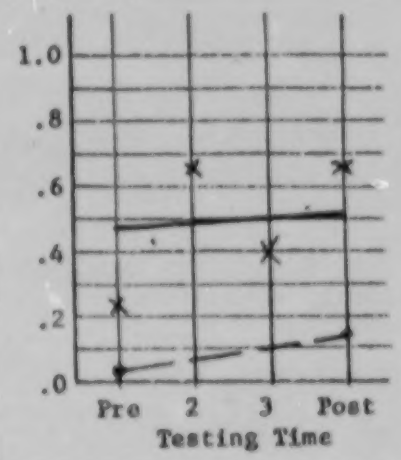
a. The City Council.
--b. The State.
c. The Traffic Commission.
d. The Federal Commerce Commission.



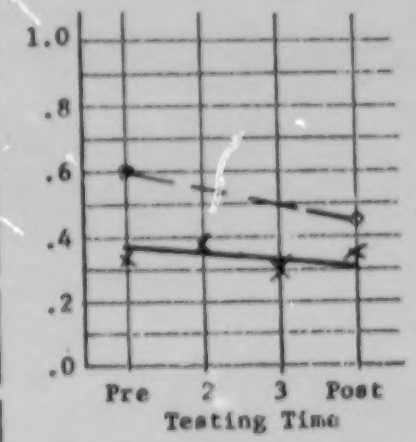
Grade 9

x = Experimental
o = Control

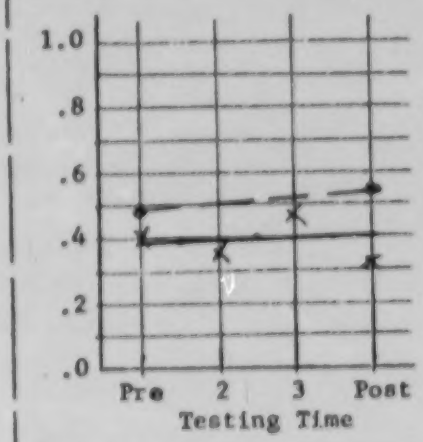
29. A city probably would not set up one of the following commissions. Which is it?
  a. A Liquor Control Commission
  b. A Human Relations Commission
  c. A Zoning Commission
--d. A Post Office Commission



30. If a loose carpet in the hallway outside a Tenant's apartment causes him injury, which of the the following is most correct?
  a. The Landlord is generally responsible only if a lease has been signed.
  b. The Tenant is generally responsible.
--c. The Landlord is generally responsible.
  d. The Landlord is responsible only if the condition of the hallway has changed since the Tenant moved in.



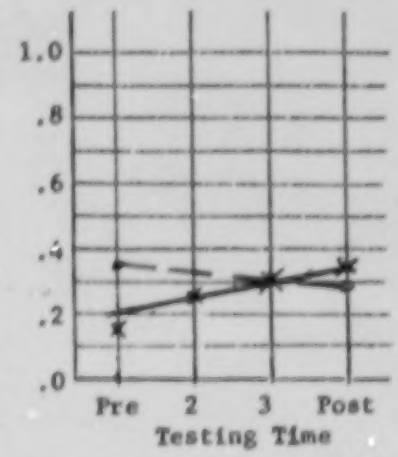
31. Which statement below best describes a Housing Code?
--a. A list of the Landlord's obligations to keep the building in repair.
  b. A list of Implied Conditions.
  c. Al list of things a Tenant must do to remain in the building.
  d. A list of reasons for which a Court Injunction can be issued against the Landlord.



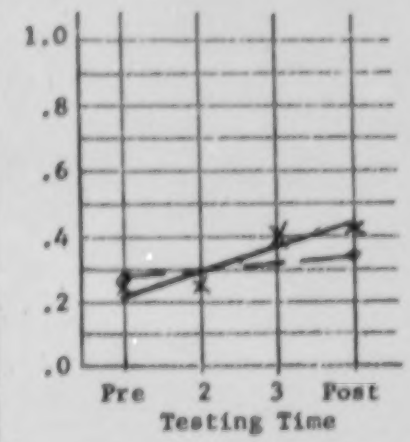
Grade 9

x = Experimental
o = Control

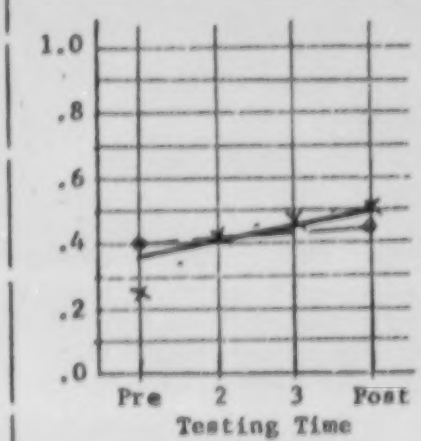
32. Which statement regarding non-payment of rent is most accurate?
  a. The Tenant can withhold rent without fear of eviction if he feels the Landlord is not living up to his obligations.
--b. The Court usually decides "for the Landlord" in eviction cases where Tenant has not paid the rent.
  c. Landlord cannot have the Tenant evicted for Non-payment until one year's time has elapsed.
  d. The Court is usually reluctant to rule for the Landlord in eviction cases if Non-payment is the only evidence against the Tenant.



33. A Buyer should avoid purchasing a home on an Installment Land Contract because:
  a. The Buyer builds up equity in his property very slowly.
--b. Seller can evict Buyer any time Buyer fails to make monthly payments on time.
  c. The Buyer cannot make any repairs to the house until the contract is completely paid off.
  d. Interest rates on Installment Land Contracts are twice as high as on mortgages.



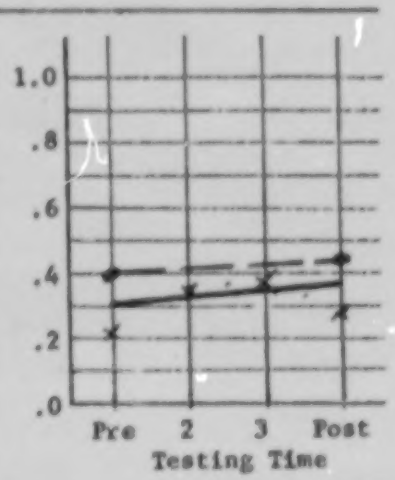
34. Buyer purchases an item on the installment plan. This mean:
  a. The item will cost Buyer less than if he had paid cash.
  b. The item will remain with Seller until Buyer pays in full.
--c. Seller can reclaim item if Buyer does not keep up with his payments.
  d. Buyer does not have to pay interest to Seller.



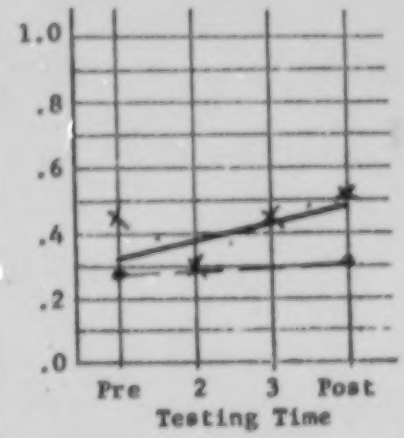
Grade 9

x = Experimental
o = Control

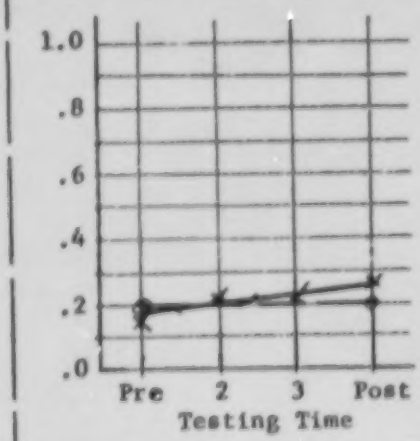
35. John makes 11 of 12 payments on a $1000 car. He is one month overdue on the 12th payment, and cannot make the payment. What is the legal right of the Seller in this situation?
--a. Seller can take the car back.
b. Since the amount due is small, Seller must sue for amount due.
c. Seller can make John sign a Wage Assignment.
d. Seller can sue John for fraud.



36. A Wage Assignment is a contract signed by Buyer which permits:
a. Seller to collect overdue installments from Buyer's family.
b. Buyer to request increase in wages to pay overdue installments.
--c. Buyer's employer to pay overdue installments from Buyer's wages.
d. Seller to collect overdue installments from the State Court.



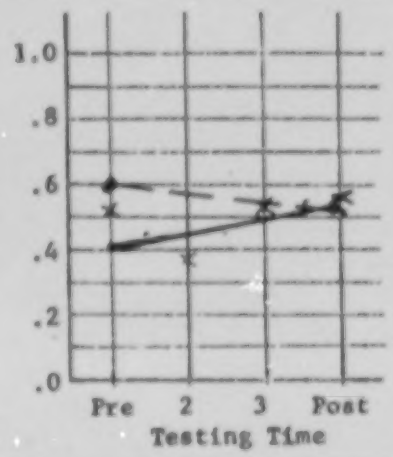
37. John returns his new watch which ran only 30 minutes. Because there was no warranty, Seller refuses to fix it or to return the money. The legal solution is:
a. Seller is right. John should not have purchased a watch without a warranty.
b. John might be able to sue the company that made the watch but not the Seller.
--c. Seller must return money or fix watch, since John has a right to expect a new watch to run for more than 30 minutes.
d. Seller must return money or fix watch, but only if John can prove that Seller promised that the watch would run.



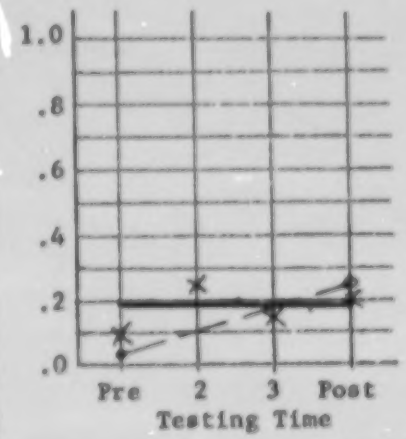
Grade 9

x = Experimental
o = Control

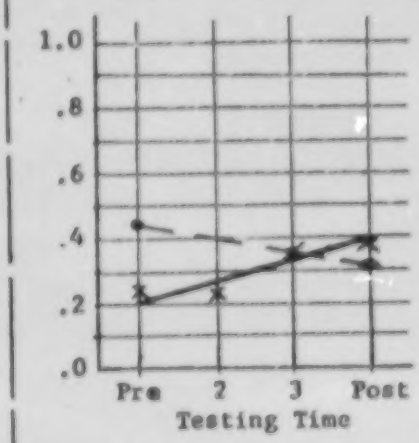
38. One of the following is not supported by the Federal Government. Which is it?
--a. General Assistance.
b. Aid to Families of Dependent Children.
c. Aid to the Disabled.
d. Aid to the Blind.



39. Which of the following is NOT a true description of a majority of th Poor:
a. They are White.
b. They live in cities.
--c. They are over 55.
d. They earn less than $3300 per year.



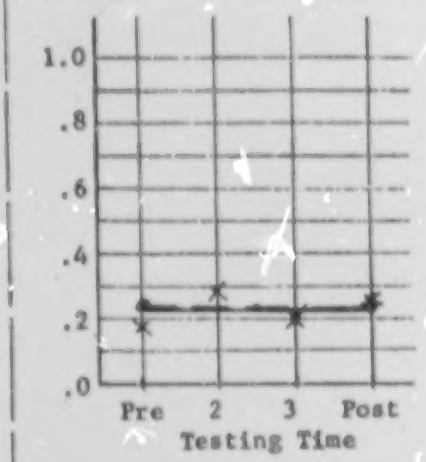
40. Which statement best describes the attitudes of the American people toward welfare programs.
a. Americans generally have supported public aid for the needy.
b. Americans support state and local programs, but federal programs are still opposed.
--c. The attitudes of Americans have changed in recent years to accept responsibility for aiding the needy.
d. Americans support federal programs, but oppose state or local assistance.



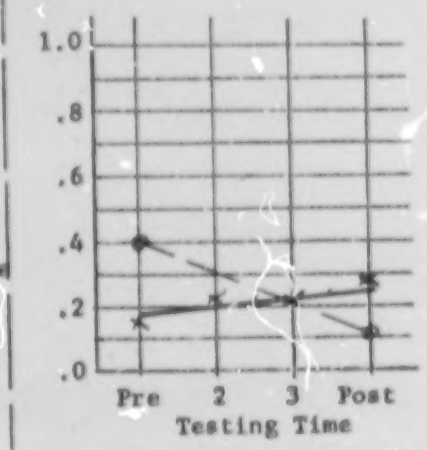
Page 9

x = Experimental
o = Control

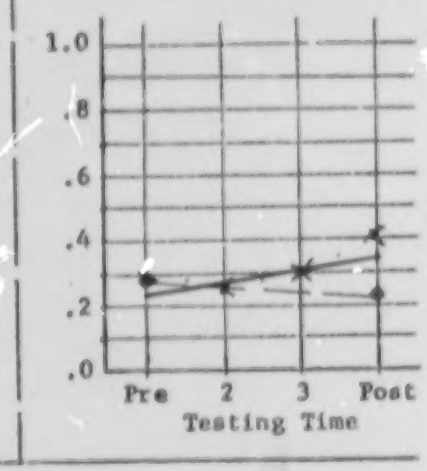
41. Which statement below best describes a Negative Income Tax?
   a. A tax rate so high that it discourages people from working.
--b. All people would be guaranteed a minimum yearly income.
   c. A rate schedule where the highest percentages are paid by those with the highest incomes.
   d. A program where those who earn no income are not required to pay income taxes.



42. Which of the following statements is least accurate in describing juvenile delinquents in American Society?
   a. They are female offenders under 18 and male offenders under 17.
--b. They are usually tried in the same courts as adult offenders.
   c. They usually commit different crimes than adult offenders.
   d. They are viewed as people who can still be rehabilitated.



43. Juvenile offenders are generally not granted:
   a. Right to counsel.
   b. Protection against voluntary self-incrimination.
--c. Trial by jury.
   d. Reasonable notice of charges.



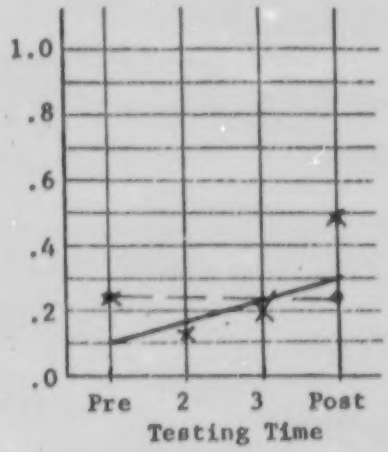
Grade 9

x = Experimental

o = Control

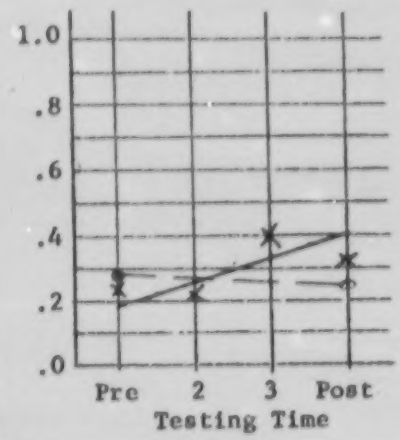
44. Which of the following cases extend and recognize the rights of juveniles in court procedures?

--a. Gault vs. United States.
b. Brown vs. The Board of Education.
c. Mugler vs. Kansas.
d. Gideon vs. Wainwright.



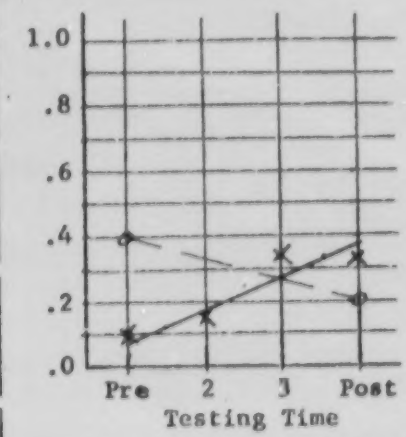
45. Which of the following steps is <u>not</u> part of juvenile court procedures?

--a. Placement of bond.
b. Station questioning.
c. Trial.
d. Disposition.



46. Which of the following is required of the police before they can obtain a search warrant?

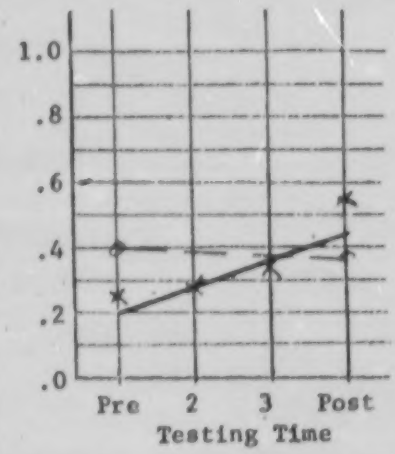
--a. Reasonable assurance that what they are looking for is in the possession of the suspect.
b. Absolute proof that what they are looking for is in the possession of the suspect.
c. A hunch that what they are looking for is in the possession of the suspect.
d. Nothing, only if the accused has previously been convicted of a felony.



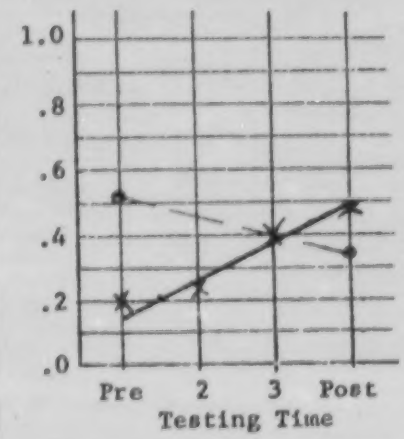
Grade 9

x = Experimental
o = Control

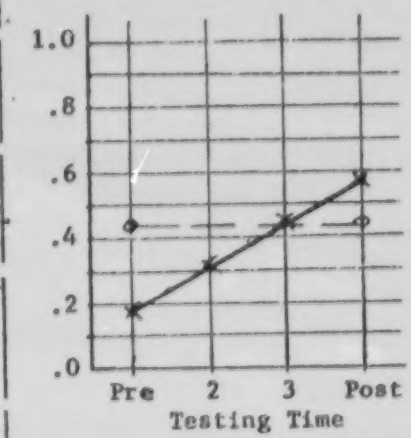
47. A man is convicted of a felony, and is about to be sentenced to jail. How is the length of his sentence determined?
  a. The laws give the specific number of years to be served for each felony.
  b. The Judge sentences the man to any term he believes is proper.
  c. The Jury recommends a sentence, which the Judge usually accepts.
--d. The Judge sets the sentence, within limits prescribed by the law.



48. Which statement below best describes an indigent's right to counsel?
  a. The man is awarded $1000 by the court to hire an attorney.
--b. The court assigns a lawyer.
  c. The indigent chooses a lawyer, and the court pays him.
  d. Unless it is a murder case, the indigent only can have a lawyer if he can pay for one.



49. Which statement below best describes the word homicide?
  a. Only cases which involve murder or voluntary manslaughter.
--b. Any case which involves the killing of one human being by another.
  c. Any case which is a felony.
  d. Any felony except involuntary manslaughter.



D. Grade 11

The individual item results for the 11th grade achievement test are reported on the twelve pages which follow. These results generally support the analysis reported earlier, indicating the superiority of the Experimental group.

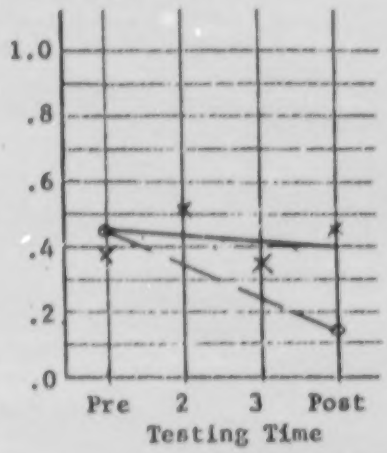
The results also indicate that the Control group has some familiarity with these concepts. Whereas the trend line for the Experimental group is higher at the end of the testing than is the Control group line in 20 of the 30 items, the Control group lines generally do show growth on the items tested.

The Experimental group is below chance on items 33, 44, 51, and 53. This is a very interesting group of items, in that three of the four (33, 44, and 51) are stated in the negative ("which of these was not...) and the other item (item 53) is stated so that the correct answer includes the term "less than." This result seems like more than a coincidence. We must wonder if perhaps the concepts questioned may have actually been known by the students--it was the format of the question which may have led them to the wrong answer. Some concepts may need to be presented in this negative or reverse format; but it would be well, it seems, to restructure future tests for this population away from negative formats, wherever possible.

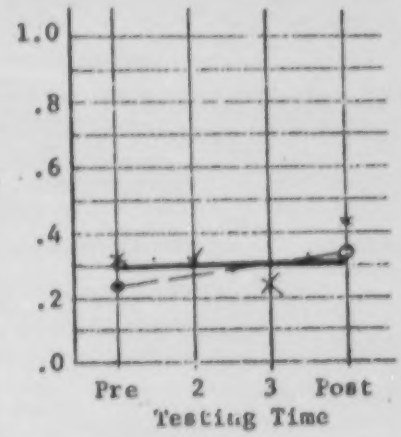
Grade 11

x = Experimental
o = Control

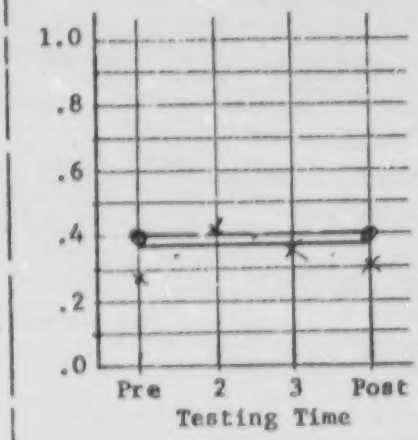
26. One of the earliest advocates of separation of Church and State was:
  a. John Peter Zenger
--b. Roger Williams
  c. William Bradford
  d. John Winthrop



27. All but one of the following are reasons why religious freedom was not granted to early settlers in New England. Which one is not?
  a. Questioning or criticizing the established religion would lead to dissension among the colonists and destroy the colony.
  b. The established religion was God's true religion; any variation would be impure and therefore not a true church.
--c. The promise of religious freedom would bring a lower social class into the colony and this was not desirable.
  d. Religious freedom might make it harder to control the economic and social lives of the settlers, which was necessary to the success of the colony.



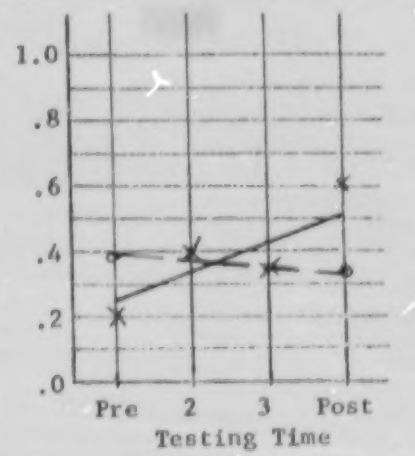
28. Which of the following is not a reason why those who were accused of being witches in Massachusetts in 1692 were considered dangerous to the colony?
  a. They were practicing a kind of religion that the Massachusetts Government did not agree with.
  b. They were a threat to the religious salvation of other people in the colony.
--c. They could use their supernatural powers to take over the Government of the colony.
  d. They could destroy the stability and well-being of the colony.



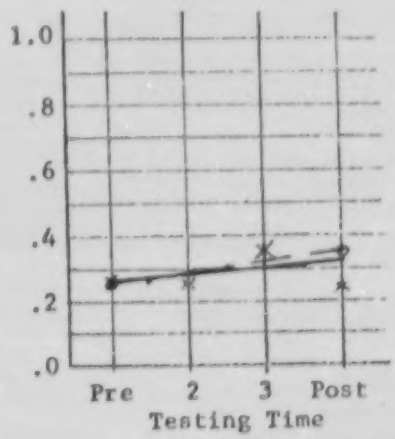
Grade 11

x = Experimental
o = Control

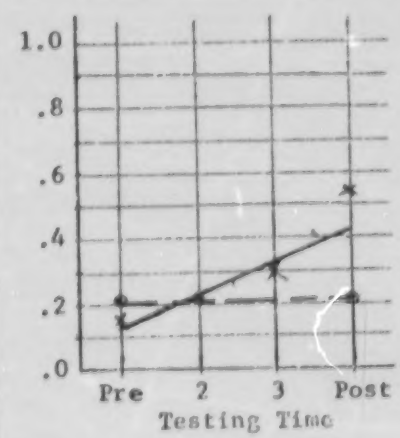
29. An individual has the right to criticize his government:
  a. Whenever he wishes.
--b. But cannot encourage others to overthrow it.
  c. Only in special cases with the government's permission.
  d. In election years.



30. The Sedition Act was passed in the administration of:
--a. John Adams
  b. Thomas Jefferson
  c. James Madison
  d. James Monroe



31. One of the first citizens of the U.S. to be tried and convicted for criticizing his President and his government was:
  a. Andrew Hamilton
--b. Mathew Lyon
  c. Aaron Burr
  d. Benedict Arnold

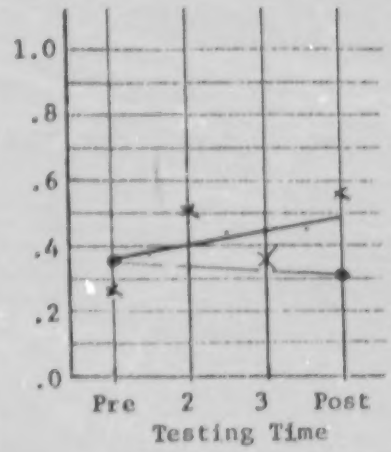


Grade 11

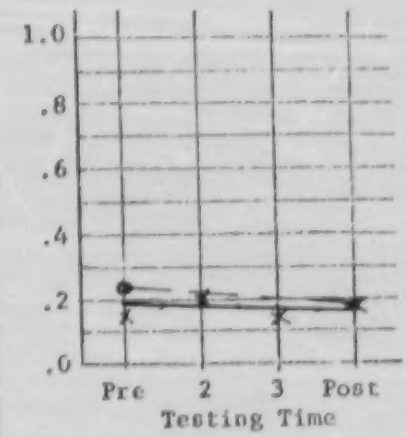
x = Experimental

o = Control

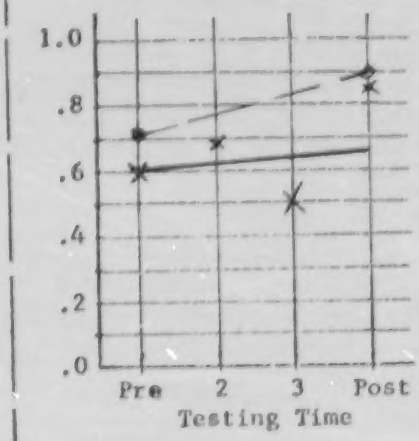
32. In the early days of our country voting was restricted to:
--a. Those who owned property.
b. Those who could read and write.
c. English-speaking people.
d. Free, white men.



33. In the 1830's more people were given the right to vote. This was due to all of the following except:
--a. Westward expansion.
b. The growth of cities.
c. The efforts of individual reform groups.
d. Revised state constitutions.
e. Increased literacy.



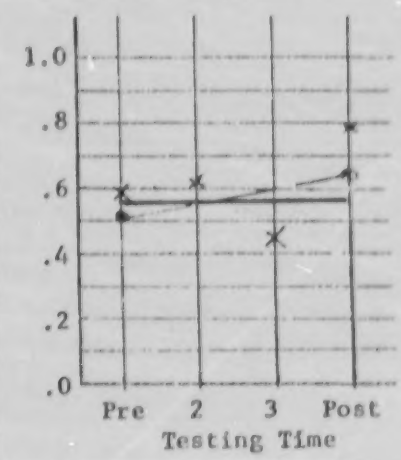
34. Indentured servants were:
a. People who entered this country illegally in the 17th and 18th centuries.
--b. People who sold themselves to work for someone else for a stated number of years.
c. Free people who hired out to a craftsman in order to learn a trade.
d. All laborers in the American colonies in the 17th and 18th centuries.



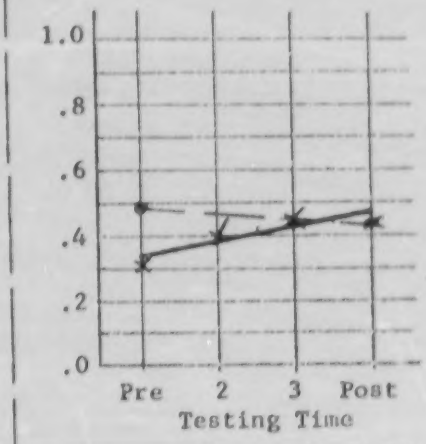
Grade 11

x = Experimental
o = Control

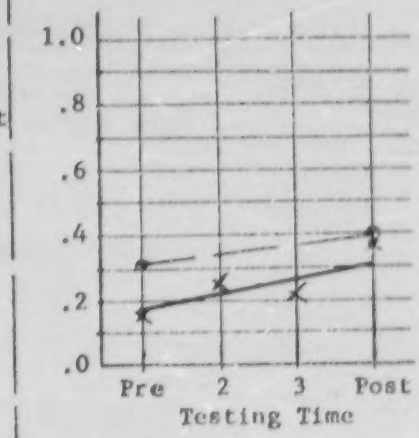
35. The first Negroes who were brought to this country came as:
  a. Apprentices.
  b. Free men.
--c. Indentured servants.
  d. House servants.



36. Which one of the following is not a reason why Negroes were made slaves in the Southern Colonies?
  a. Labor was scarce and plantation owners needed workers.
  b. There was a tendency to discriminate against the Negro because of his skin, color and African background.
  c. Negroes had no strong pressure group who would protect their civil rights.
--d. Negroes were more willing to work for plantation masters than white laborers.



37. The Northern states did not develop as slave states for which one of the following reasons:
  a. People in the North regarded the Negroes as equals and did not discriminate against them.
  b. Religious groups like the Puritans and Quakers passed laws protecting Negroes.
--c. The North developed as an urban area, and slavery does not function well in cities.
  d. The North did not approve of the Southern economic system or their labor system.

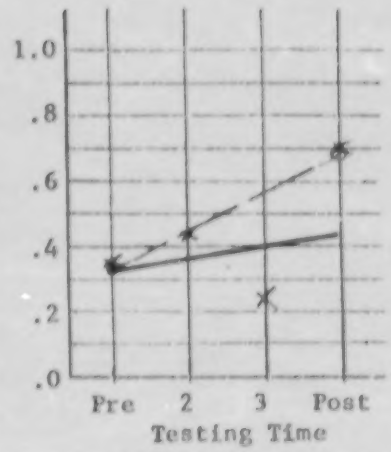


Grade 11

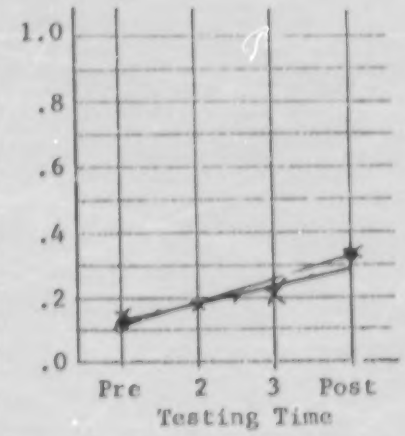
x = Experimental

o = Control

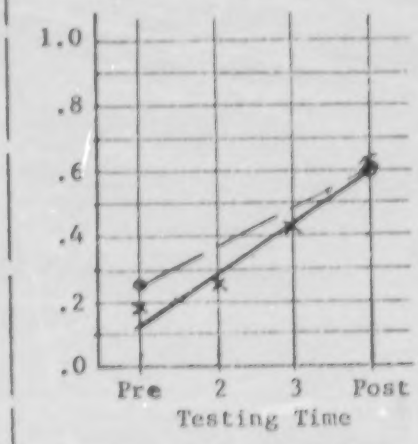
38. The Black Codes were:
  a. Oaths the Negroes took promising to obey their masters and not run away.
  b. Promises white masters made among themselves guaranteeing fair treatment and security to Negro slaves.
--c. Special harsh laws governing Negro slaves that denied them civil or political rights.
  d. A secret fraternal order of Negroes that helped slaves escape to Northern cities.



39. Which of the following was not denied to Negro slaves by the Black Codes?
  a. Legal marriage.
  b. The right to testify against white people in court.
--c. Free time on Saturday and Sunday.
  d. Voting privileges.



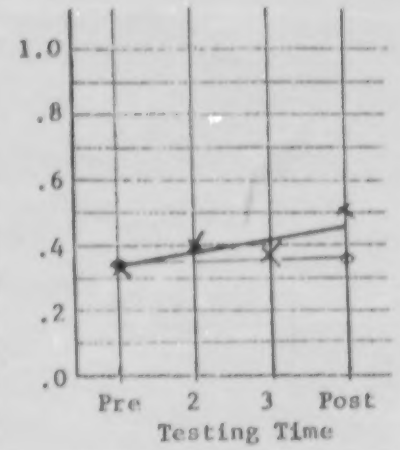
40. A law passed in 1820 prohibiting slavery in the northern territories west of the Mississippi was the:
  a. Popular Sovereignty Law.
  b. American System.
--c. Missouri Compromise.
  d. Fugitive Slave Act.



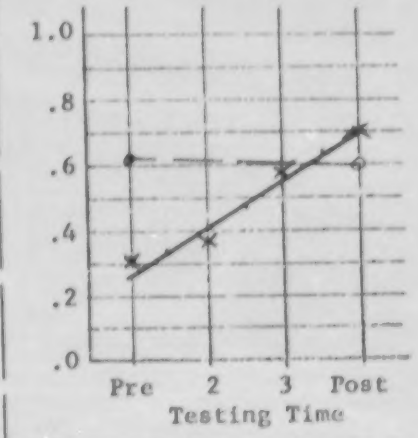
Grade 11

x = Experimental
o = Control

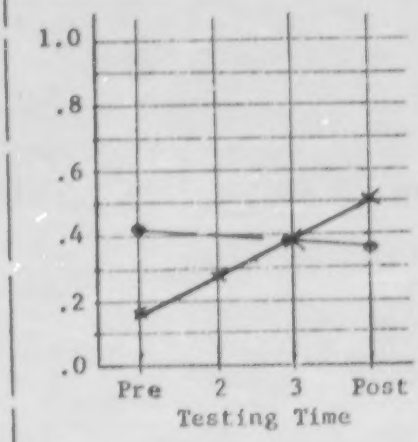
41. The Dred Scott decision established all but which one of the following?
  a. It made slavery legal by Supreme Court decision.
  b. It legally denied the Negro his right to citizenship.
--c. It allowed slaves who went into free states to become free men.
  d. It said that slaves were property and no federal laws could be passed that took a man's property from him.



42. Habeas Corpus is a:
  a. Demand to produce the body of the victim in a murder case.
--b. Way for a man to get out of jail by appealing to the Court if he has been locked up illegally.
  c. Right to trila by a jury of peers.
  d. Protection offered by the federal government against unlawful search and seizure.



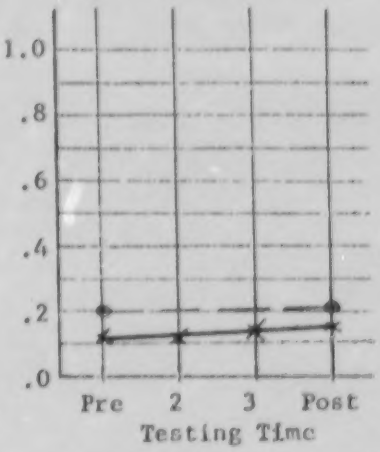
43. The constitution guarantees which one of the following with respect to habeas corpus?
--a. It may not be suspended or stopped except in cases of rebellion or invasion.
  b. It may be suspended whenever the President thinks it is necessary.
  c. It may never be suspended.
  d. It is up to the state legislature to decide when it may be suspended.



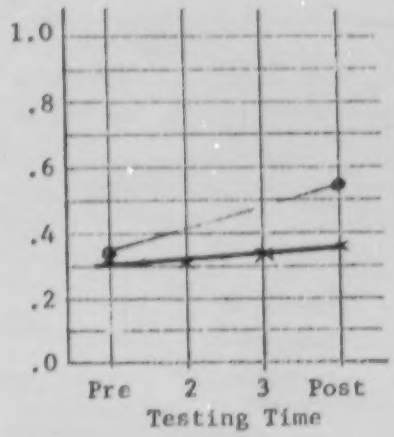
Grade 11

x = Experimental
o = Control

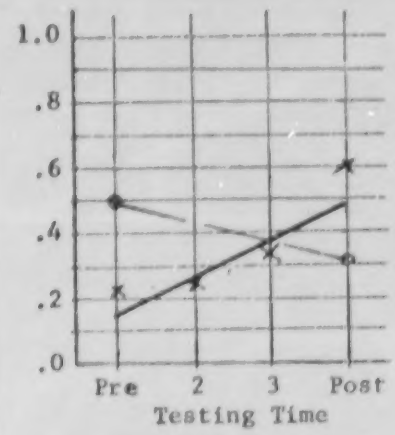
44. Which of the following does not justify suspending habeas corpus during the Civil War?
--a. Southern sympathizers in the North could undermine the Union war effort.
b. The government had to limit some individual rights in order to protect itself.
c. Lincoln sympathized with the need of military courts to act quickly.
d. The government felt that it needed unlimited power to operate in time of war.



45. During the civil war, Lambdin Milligan, a civilian, was convicted of treason by a military commission. This was:
--a. A violation of his right to trial by jury in a civilian court.
b. Necessary because traitors had to be punished quickly.
c. A case that came under military jurisdiction.
d. A violation of Milligan's constitutional right to plot against the government.



46. The constitution states that Interstate Commerce shall be regulated by:
a. All state governments.
b. State governments and the federal government together.
--c. The federal government.
d. Local governments.

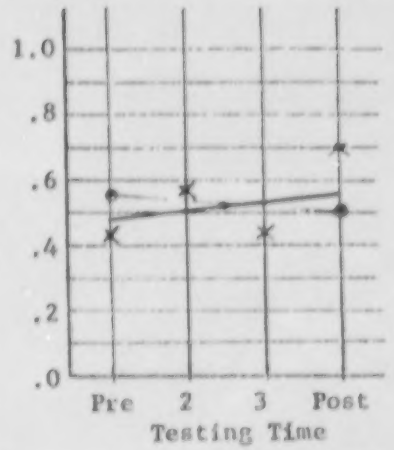


Grade 11

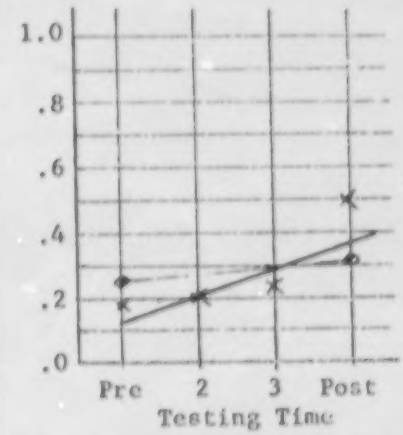
x = Experimental

o = Control

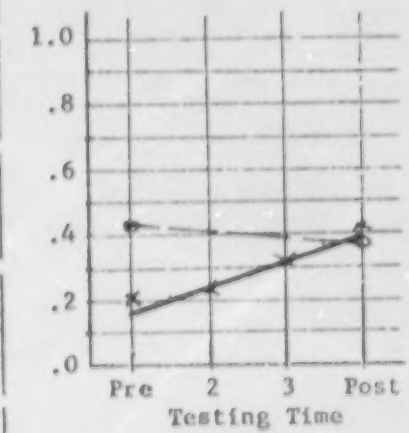
47. Which of the following was not guaranteed by the 14th Amendment:
   a. Citizenship for all persons born or naturalized in the United States
   b. Government protection of life, liberty and property
--c. The right to demonstrate
   d. Equal protection of the laws



48. The Fourteenth Amendment says that a person's property may not be denied him without due process of law. Which of the following does not represent due process with respect to property:
--a. A law giving the property of one citizen or business group to another
   b. Seizure of a person's property under public necessity.
   c. Seizure of property that has been declared a "nuisance"
   d. Taking a person's property after he has been justly compensated for its use



49. The electoral college vote in each state is based on:
   a. The number of registered voters in a state
--b. The number of Senators and Representatives a state has in Congress
   c. The size of the state legislature
   d. The population of the largest city in a state



Grade 11

x = Experimental

o = Control

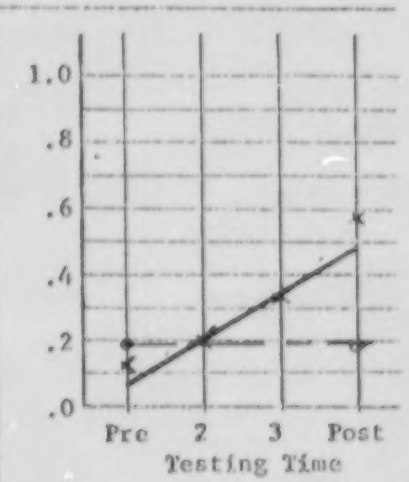
50. The Supreme Court's decision in Plessy v. Ferguson (1896) was important because it:

--a. Recognized the acceptability of separate but equal facilities for Negroes

b. Abolished distinctions based upon color

c. Enforced social as distinguished from political equality

d. Made it possible for Negroes to run for political office



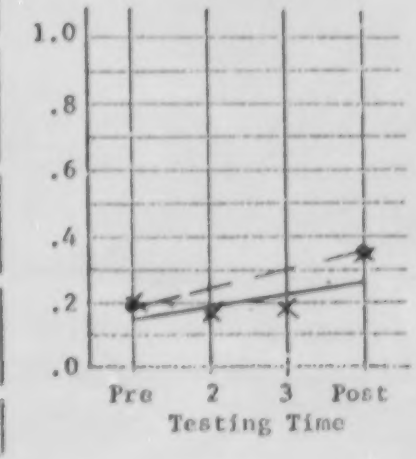
51. Most minority groups who came to this country experienced prejudice and discrimination in the early stages of their settlement. Which of the following does not explain why Americans discriminated against strangers who settled in their midst:

a. A belief in the superiority of Anglo-Saxon, Protestant heritage

b. Fear that the physical characteristics and customs of an alien group would cause American society to deteriorate

--c. A conviction that there was not enough land or enough jobs to accomodate new immigrant groups

d. Belief that newly arrived immigrant groups provided unfair competition for American laborers by accepting starvation wages



Grade 11

x = Experimental

o = Control

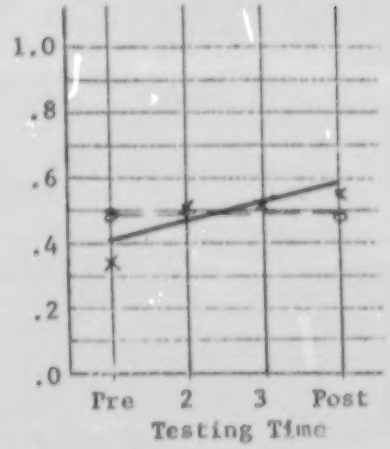
52. Certain Amendments to the Constitution safeguard the right to vote. This means that:

a. No person can be denied the right to vote solely because of his race or religion.

b. That no person can be prevented from voting in a primary election (that is, an election held before the official election to see who would run in that official election) because of his race or religion.

--c. Both (a) and (b) are correct.

d. None of the above.



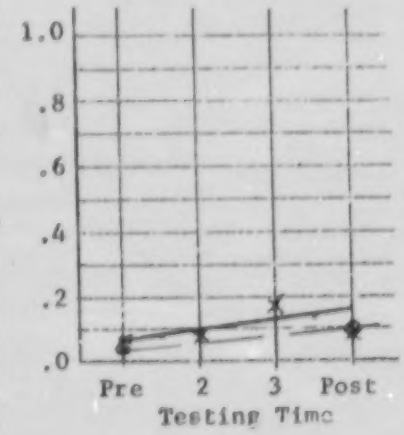
53. Suppose that Mr. Jones lives in the city and votes in the election for a Congressman to the House of Representatives in Washington, D.C. Which of the following will be true:

a. Mr. Jones' vote will be worth more than if he lived in the country where one Congressman respresents fewer people.

--b. Mr. Jones' vote will be worth less than if he lived in the country where one Congressman represents fewer people.

c. Mr. Jones' vote will be worth exactly the same as if he lived in the country where one Congressman represents fewer people.

d. Mr. Jones' vote will not be worth anything, because Congressmen are appointed by the president.



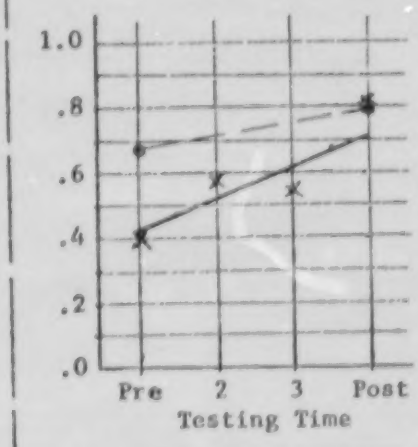
54. Which of the following does the Bill of Rights guarantee?

--a. That persons accused of a crime are entitled to trial by jury.

b. That people who cannot get jobs are entitled to Welfare payments.

c. That people may riot.

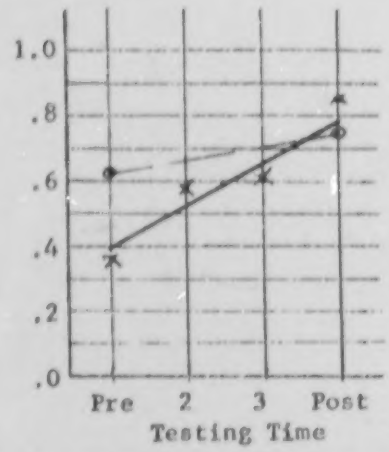
d. That each state shall have two Senators.



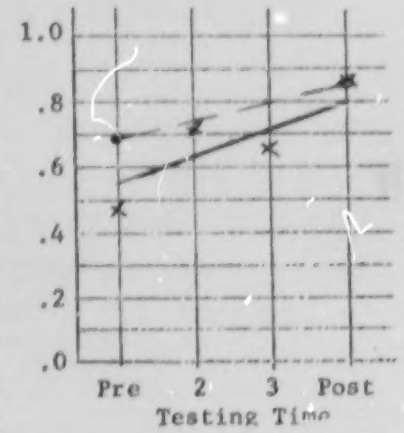
Grade 11

x = Experimental
o = Control

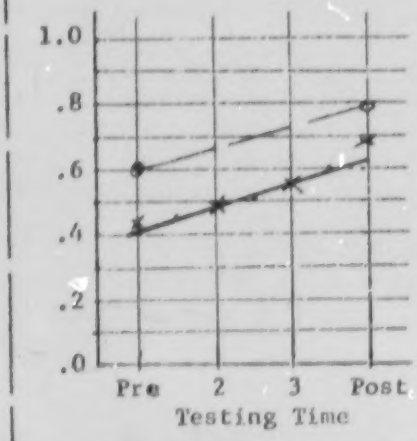
55. The "right to counsel" means that every person accused of a crime
  a. Can have a lawyer with him in court, if he can pay the lawyer.
  b. Can have a lawyer he pays for if the judge thinks a lawyer would be helpful.
--c. Can have the court supply a lawyer for him if he cannot afford one himself.
  d. Can have the judge act as his lawyer if he cannot afford a lawyer himself.



56. Why should people accused of crimes, who may be guilty of the crime, be given a lawyer by the state if they cannot afford to pay for one?
--a. To make sure that they can defend themselves as well as possible.
  b. To give lawyers who need practice some experience.
  c. To give the defendant a chance to fool the judge and jury.



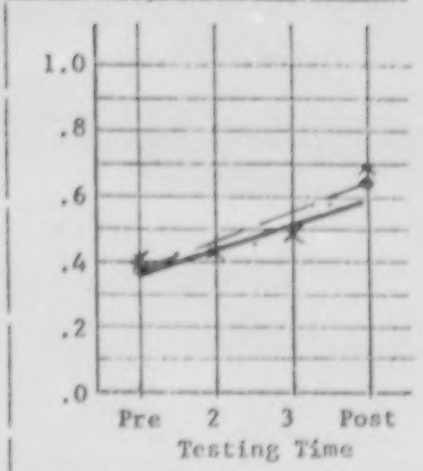
57. Which of the following is <u>not</u> protected by freedom of speech?
  a. Criticizing the war in Viet Nam.
  b. Criticizing the beliefs of a religious group.
--c. Yelling "fire" in a crowded theater when there is no fire.
  d. Criticizing the President.



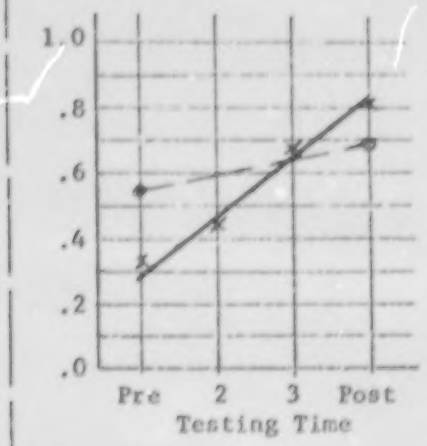
Grade 11

x = Experimental
o = Control

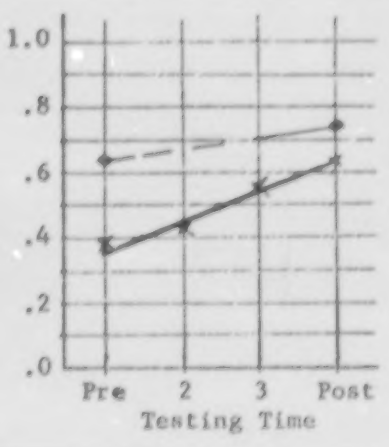
58. A person may be punished for what he says or prints
  a. When he endangers national security, especially in war time.
  b. When he slanders or libels someone else.
--c. Both of the above.
  d. None of the above.



59. The supreme law of the land is
  a. Local law.
--b. The U.S. Constitution
  c. The State Constitution.
  d. The federal law.



60. The Bill of Rights is the
  a. First ten paragraphs of the Declaration of Independence.
  b. First ten parts of the Constitution.
  c. Ten Commandments.
--d. First ten Constitutional Amendments.



V. REPORT OF INDIVIDUAL OPINION PANEL ITEMS

Each of the Opinion Panel items has been reported in the form of a graph on the following pages. The graph indicates the average support level at the four testing times for grades 7, 9, and 11. It also reports Control group data for the 8th grade (although an 8th grade Experimental group was not used). Once again, the Experimental means are plotted using an (x) and the control means are plotted using an (o).

The items were phrased so that the preferred responses were not always at one end of the scale. Thus, for the very first question ("The letters sent by citizens to their congressmen have little influence on legislation.") the preferred response is at the "Disagree" end of the scale. We would prefer that the students believed that citizens can influence legislation (a statement based on the assumption that citizens actually can influence legislation through a mail campaign). The graphs, however, are plotted so that a higher average score indicates a higher level of "preferred response giving" on the part of the students. The highest mean possible is 5.0 (all students are as far on the preferred end as they can possibly go) and the lowest mean is 1.0.

The items have been regrouped in this report under four headings. These headings are as follows:

Heading	Items
Political System	1, 10, 14, 17, 21
Judicial System	2, 5, 16, 19, 20, 25
Law	3, 7, 8, 9, 11, 12, 22
Law Enforcement	4, 6, 13, 15, 18, 23, 24

A. Items Dealing With Political System

These items are included:

1. The letters sent by citizens to their congressmen have little influence on legislation.

10. In passing a law about an issue like taxation, the Congress is more likely to listen to an expert than to the will of the people.

14. If you do not agree with a law, you should still obey it, and try to have it changed.

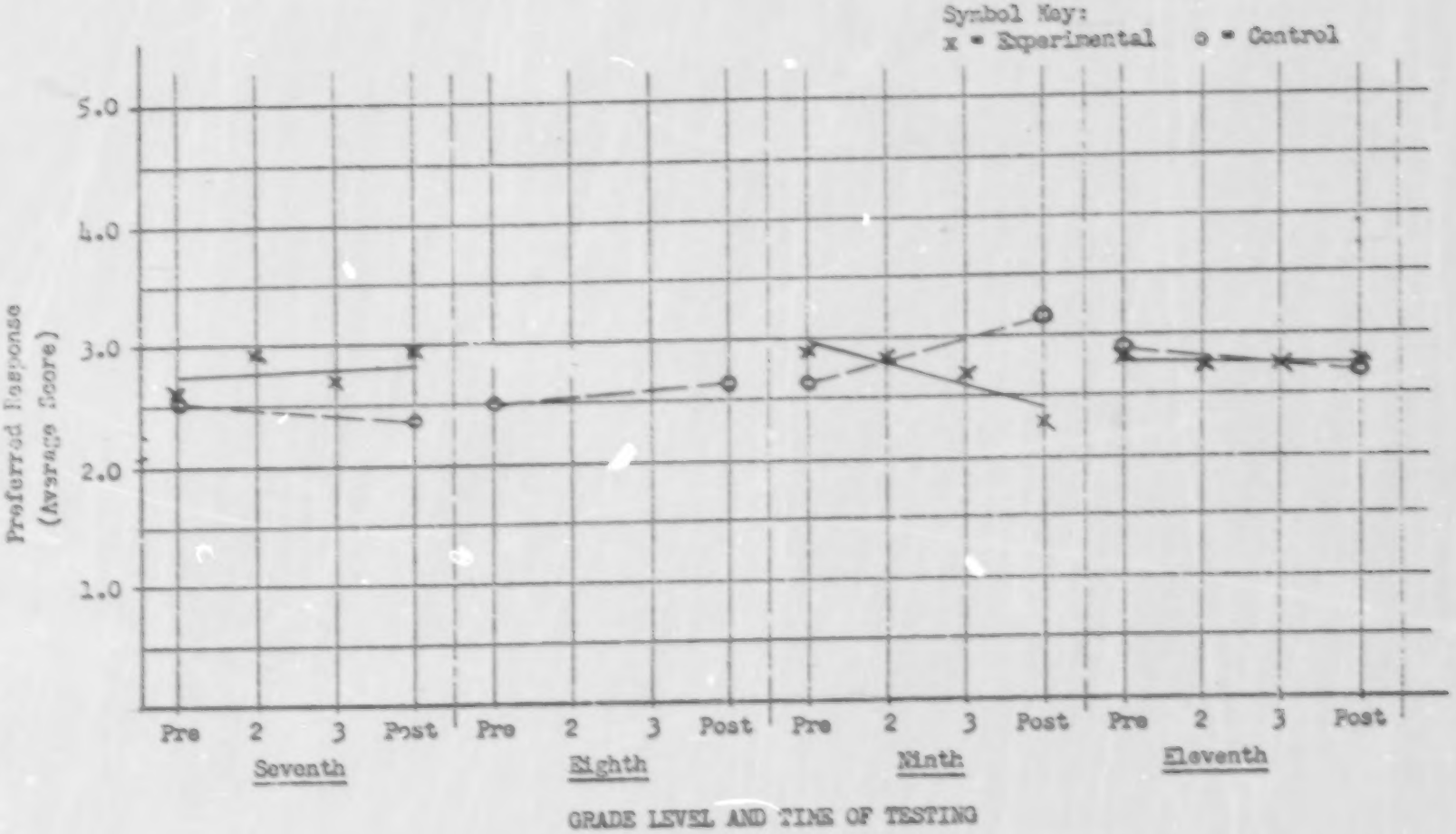
17. If you write a letter to your representative in Washington, he will read the letter and answer.

21. Most people don't realize how much their lives are controlled by laws which are passed for secret reasons.

The general impression one gets from surveying these items is that the respondents are Undecided, at best, in their opinions regarding the legislative process. The attitudes cannot be called positive. More of them disagree than agree with the idea that letters from constituents can influence legislation; they tend to agree that legislation is passed for secret reasons. The only item where the responses tended to be in the "preferred" sector dealt with item 14, where they agree that you should obey a law with which you disagree, and try to have it changed.

It is very important to note that the "preferred" response and the "realistic" response may or may not be the same. We would like students to believe that correspondence with their legislators can influence legislation, because most people would like this to be true. However, in the absence of any definitive research about the amount of influence letters and correspondence do have, we must be careful not to be overly critical of the responses given. The students may not be wrong; they may simply

be realistic. We cannot quarrel with students who tell the truth.

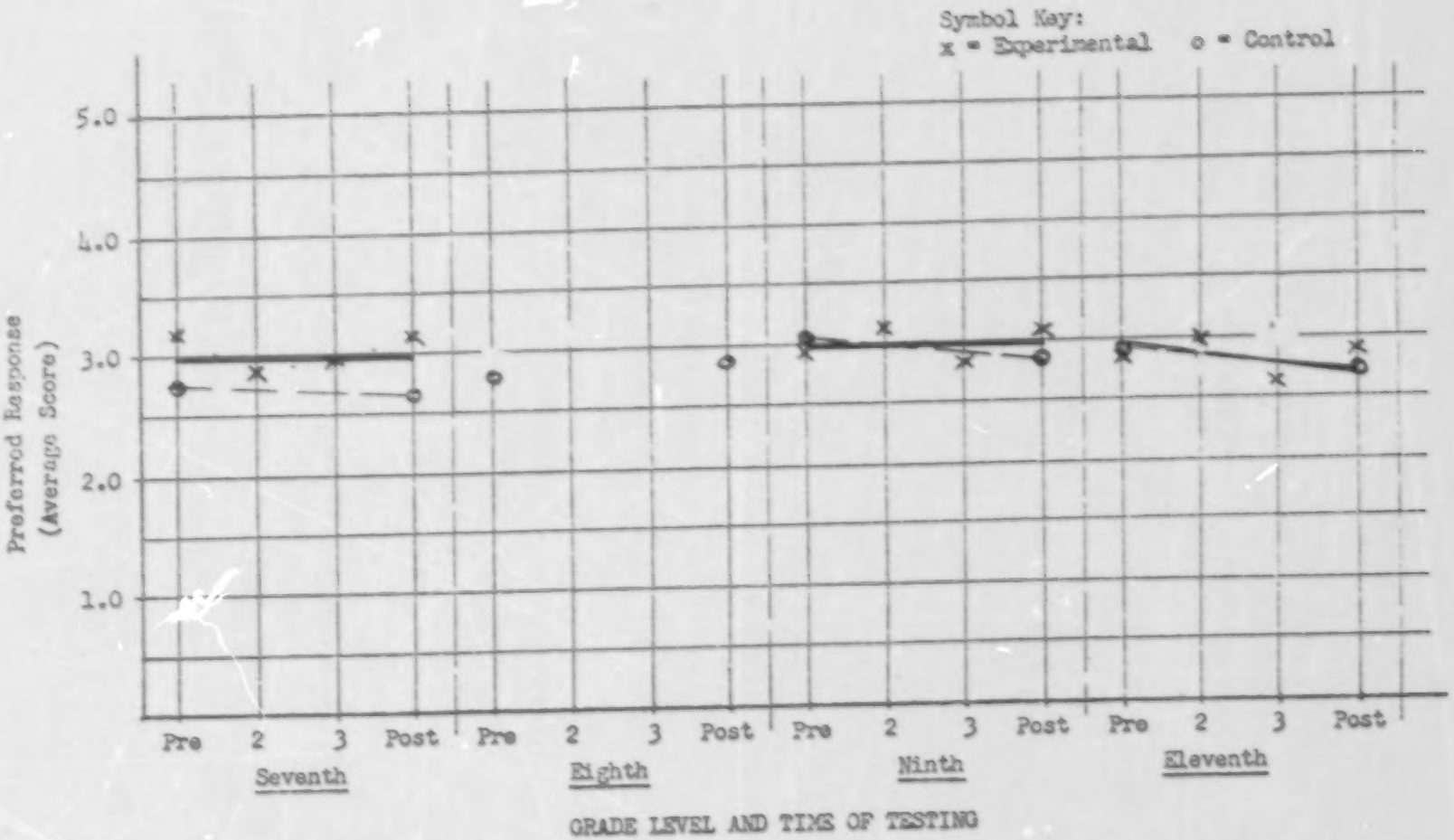


Item 1: The letters sent by citizens to their congressmen have little influence on legislation.

Preferred Response:

____ Agree

_X_ Disagree

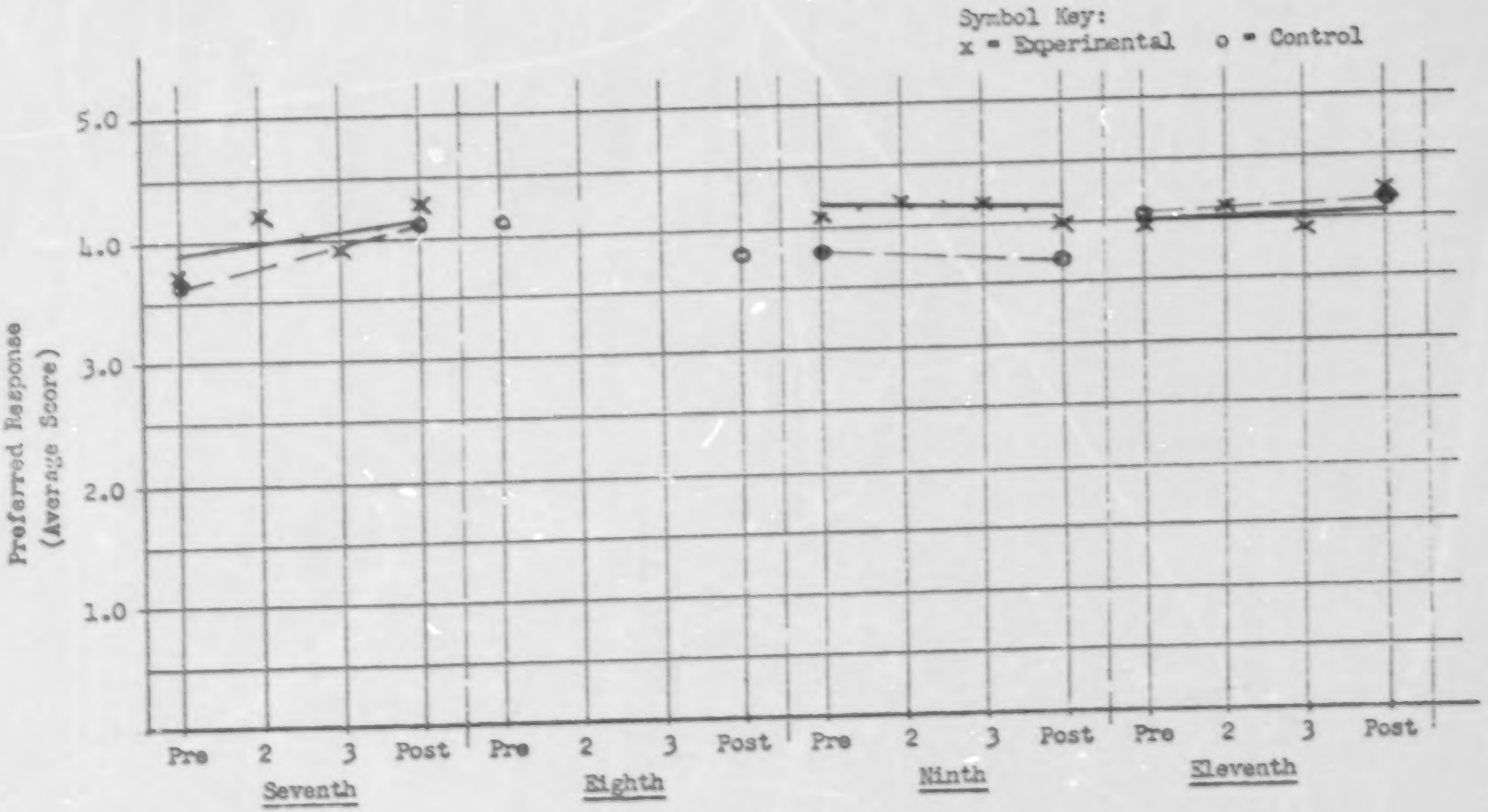


Item 10: In passing a law about an issue like taxation, the Congress is more likely to listen to an expert than to the will of the people.

Preferred Response:

____Agree

X Disagree

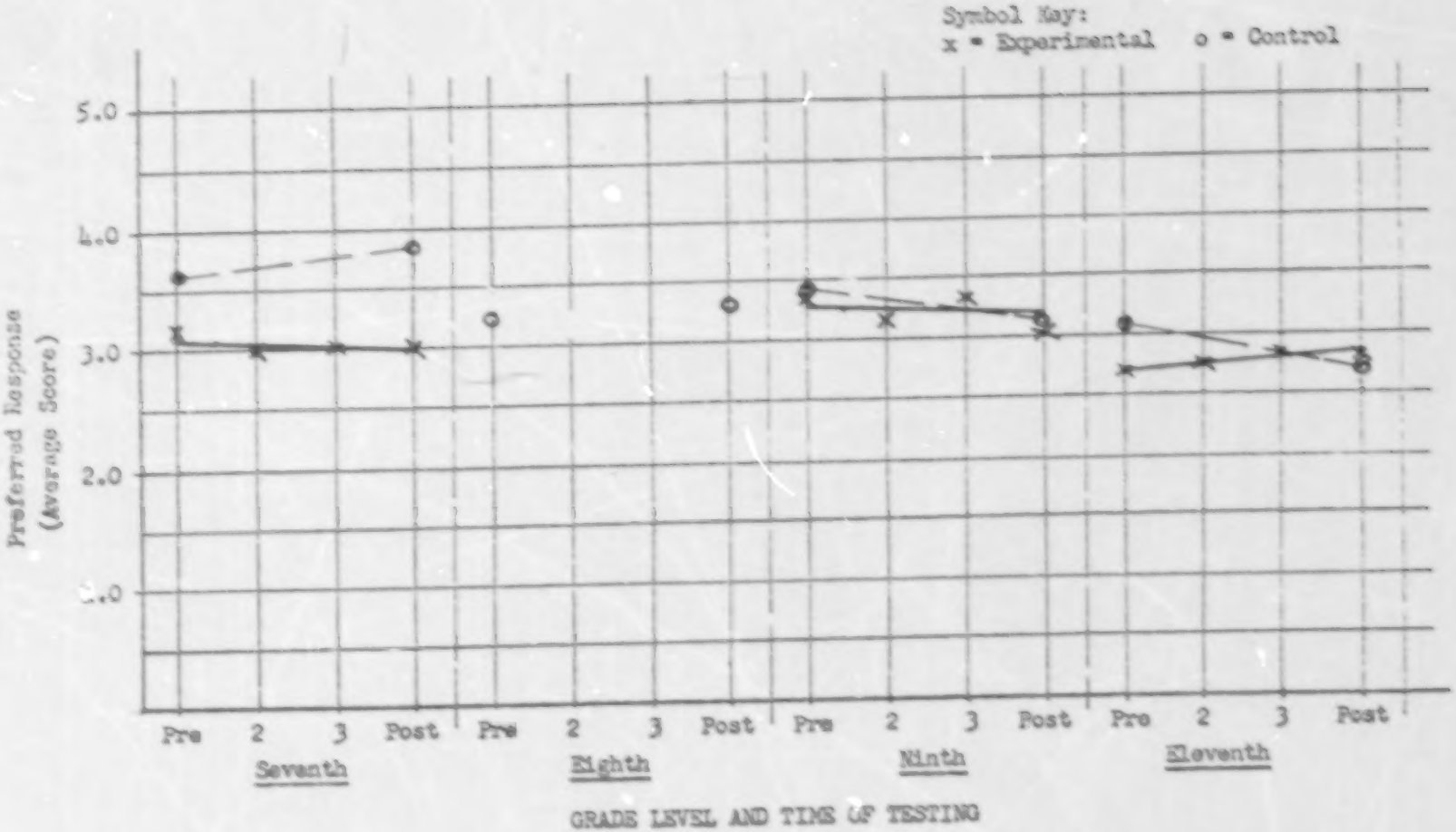


Item 14: If you do not agree with a law, you should still obey it, and try to have it changed.

Preferred Response:

X Agree

___ Disagree

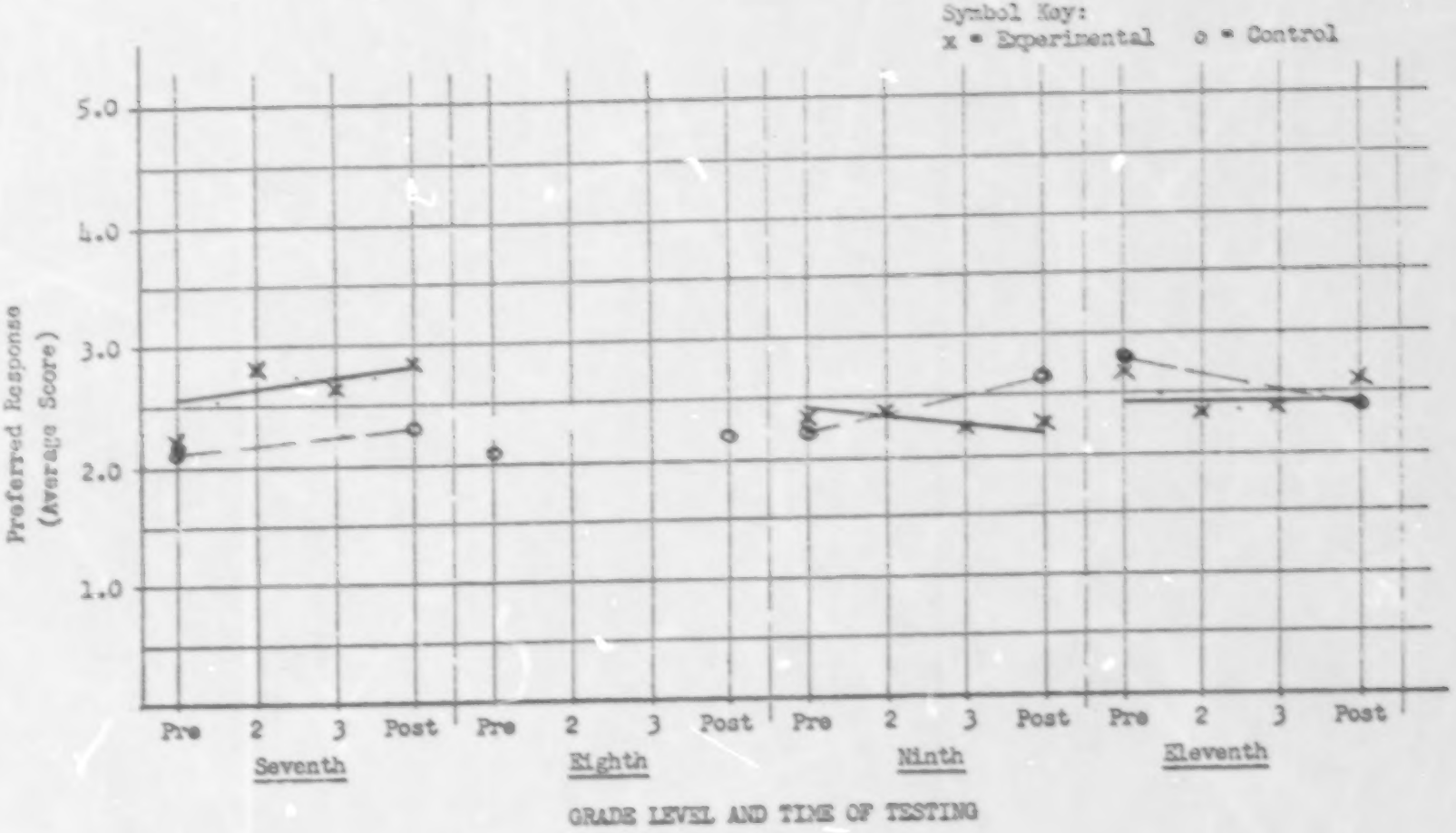


Item 17: If you write a letter to your representative in Washington, he will read the letter and answer.

Preferred Response:

__X__ Agree

_____ Disagree



Item 21: Most people don't realize how much their lives are controlled by ?ews which are passed for secret reasons.

Preferred Response:

____ Agree

_X_ Disagree

B. Items Dealing With Judicial System

The items included under this heading are:

2. A person is accused of a crime. In court, he refuses to testify. He should be made to talk, or else be found guilty.

5. All persons under arrest who cannot afford an attorney should be provided with one at public expense.

16. A man is clearly guilty of breaking a criminal law (he was caught in the act), but he will not confess. In this case, a trial by jury is still necessary, and should be given.

19. If a policeman is going to arrest you for a crime that you did not do, you should not resist him, but instead take your case to a higher authority later.

20. Even convicted criminals should be allowed to take the 5th Amendment.

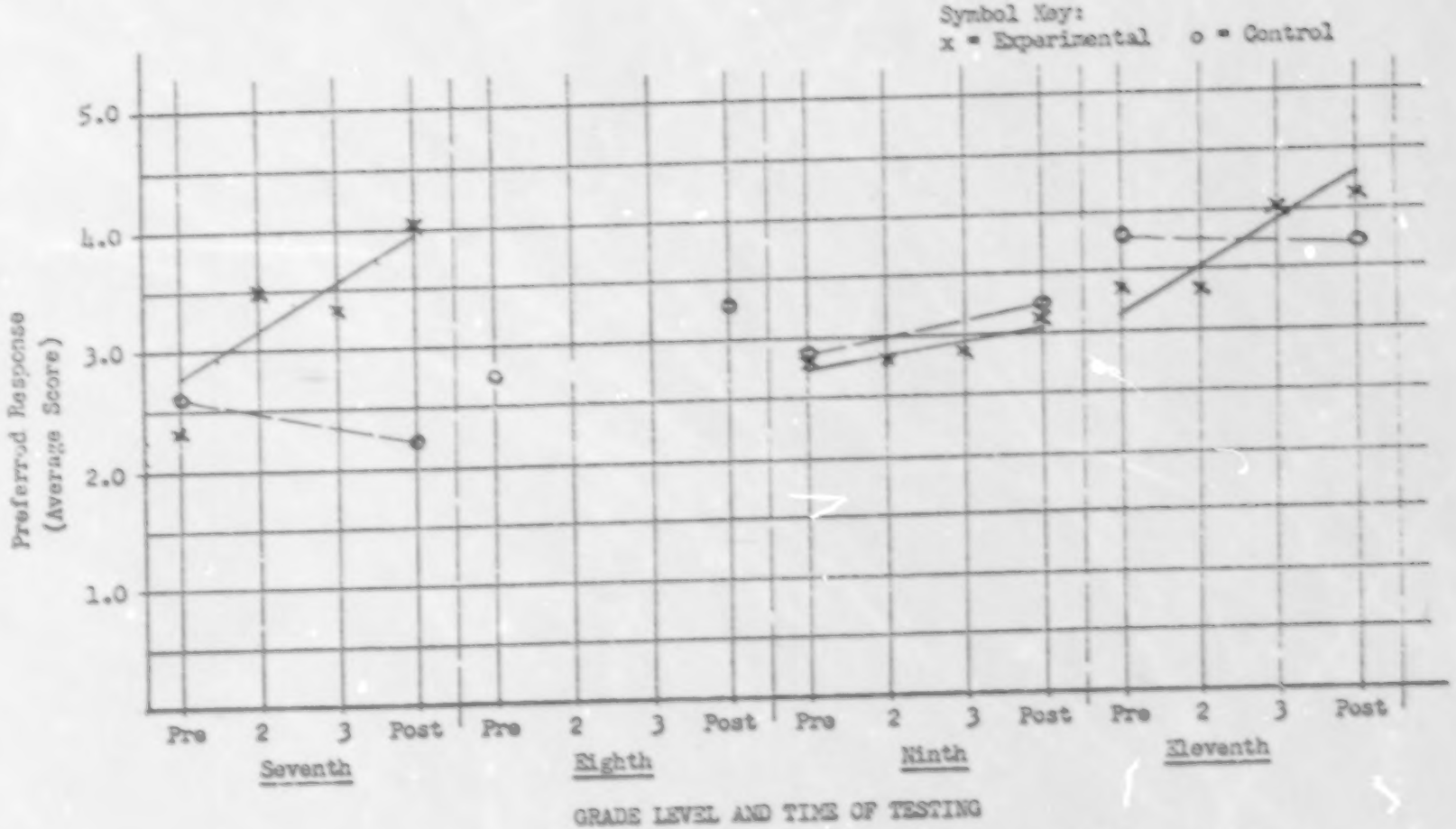
25. In a criminal trial, the judge would prefer to have the accused person found guilty, rather than innocent.

In general, these items tend to show upward trends on the part of the Experimental students. Of the 18 trend lines for the Experimental groups (3 on each graph) 11 are definitely upward, 5 are unchanged, and only 2 tend downward. The trends seem to indicate that the materials must deal quite effectively with certain aspects of the judicial system. The trends in item 2 are quite sharply upward at all three grade levels. This probably indicates increasing awareness, on the part of the respondents, that a person cannot be made to testify against himself. Item 19 is also significant, for it indicates increasing awareness, on the part of the respondents, that resisting arrest is not a good idea--that the matter of

innocence can be treated by a higher authority later.

The results from item 25 are disturbing. The students did tend to disagree with the statement that a judge would prefer to have an accursed person found guilty, rather than innocent; but they did not disagree very strongly. As a matter of fact, the average response over the three grades is between "undecided" and "disagree." The weakness of the students' responses seems to indicate a certain lack of faith in the impartiality of the judges and the notion of "innocent until proven guilty."

All in all, though, the responses to these items tend to be more toward the "preferred" end than were the responses to the legislative process questions. The students do seem to have more positive opinions about the judicial than about the legislative.

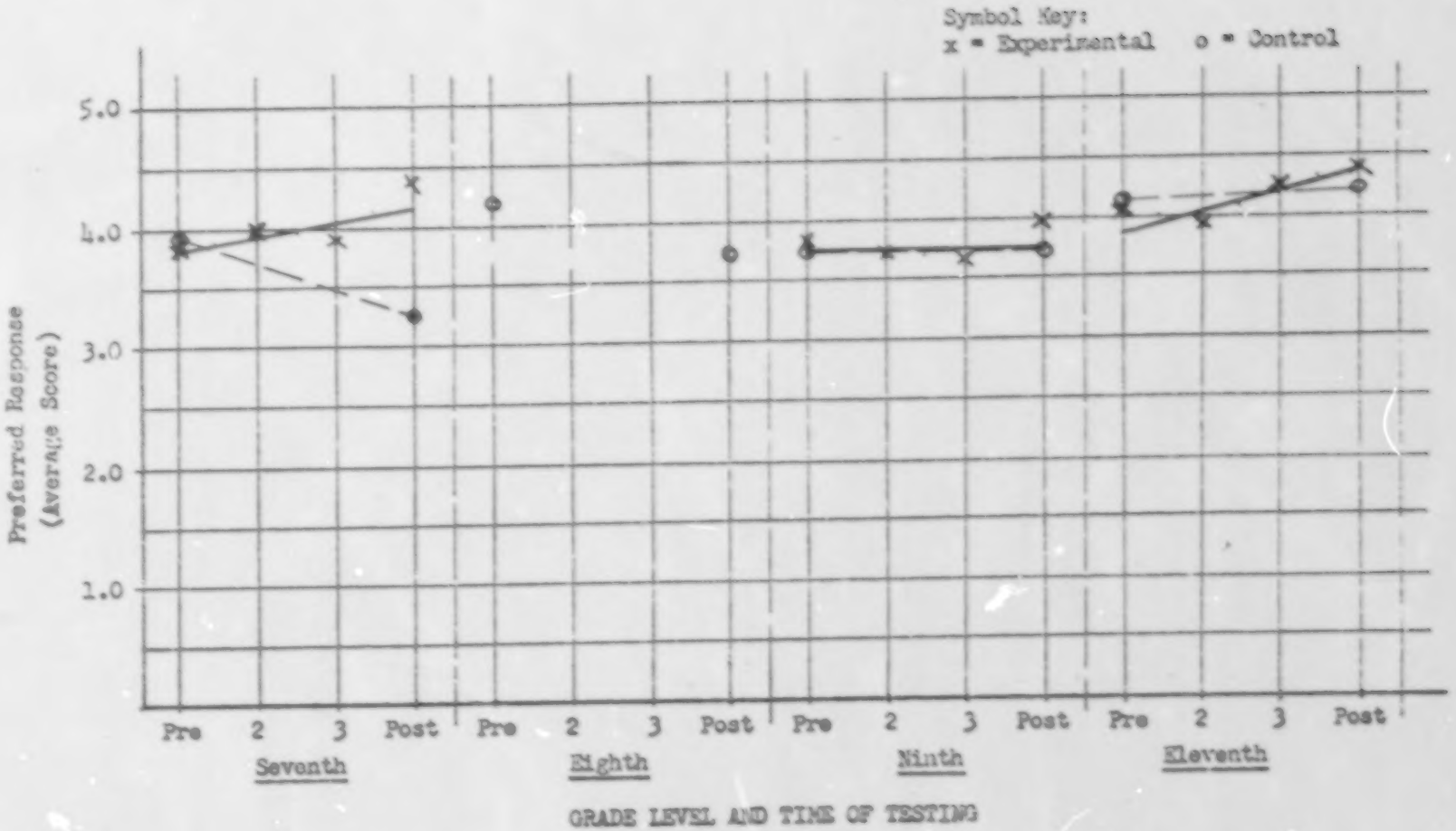


Item 2: A person is accused of a crime. In court, he refuses to testify. He should be made to talk, or else be found guilty.

Preferred Response:

____ Agree

_X_ Disagree

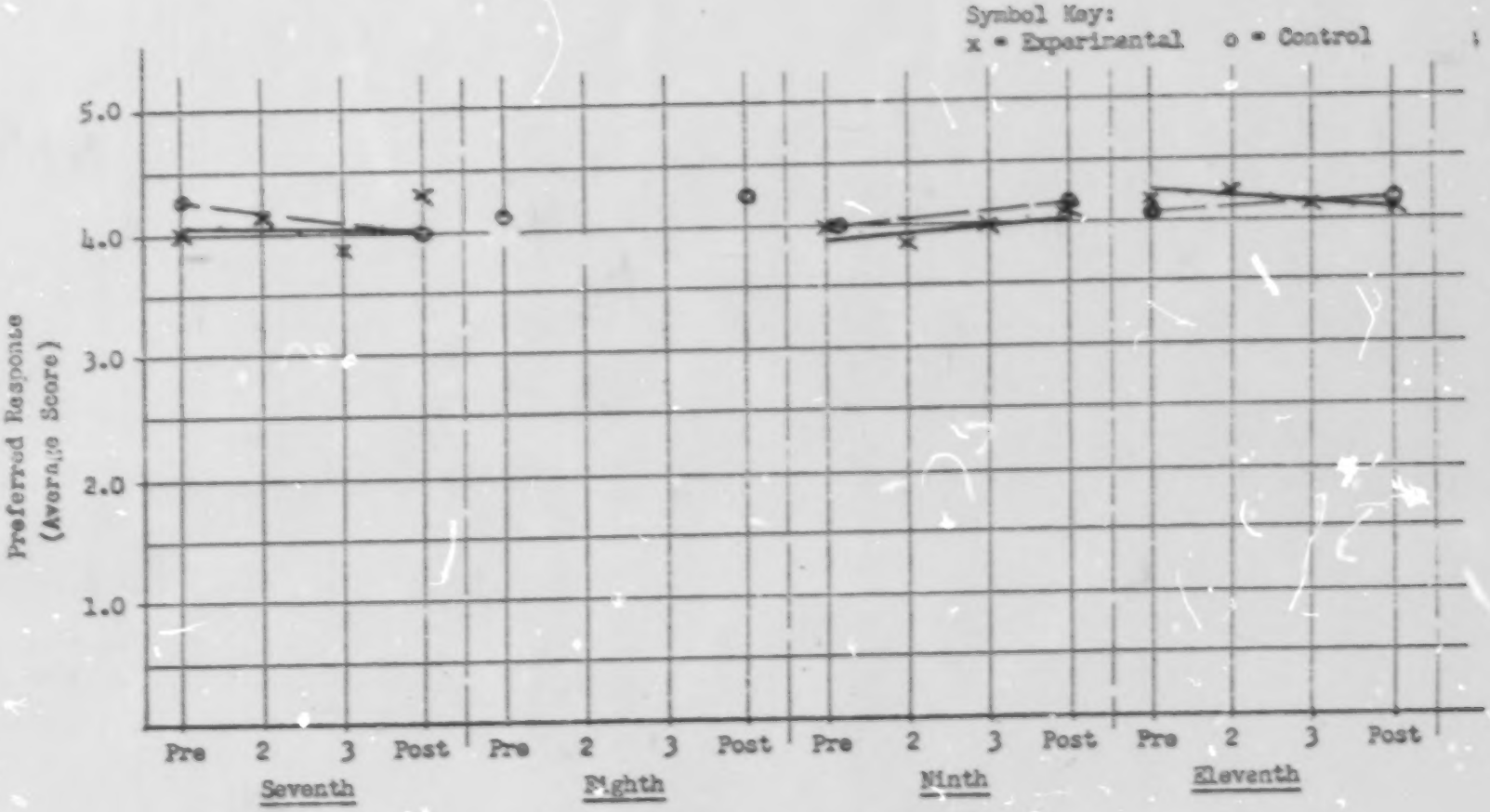


Item 5: All persons under arrest who cannot afford an attorney should be provided with one at public expense.

Preferred Response:

X Agree

___ Disagree

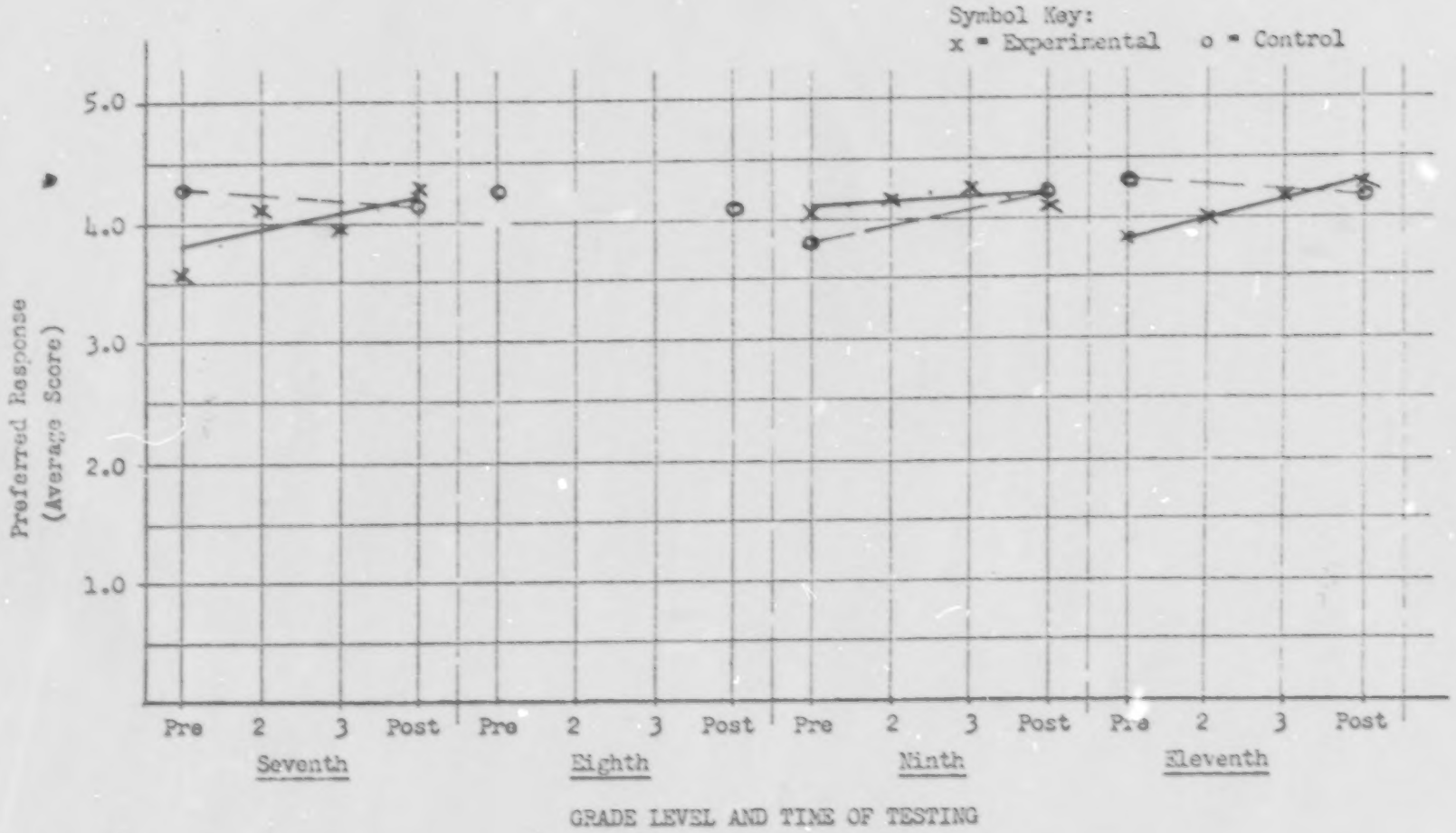


Item 16: A man is clearly guilty of breaking a criminal law (he was caught in the act), but he will not confess. In this case, a trial by jury is still necessary, and should be given.

Preferred Response:

X Agree

___ Disagree

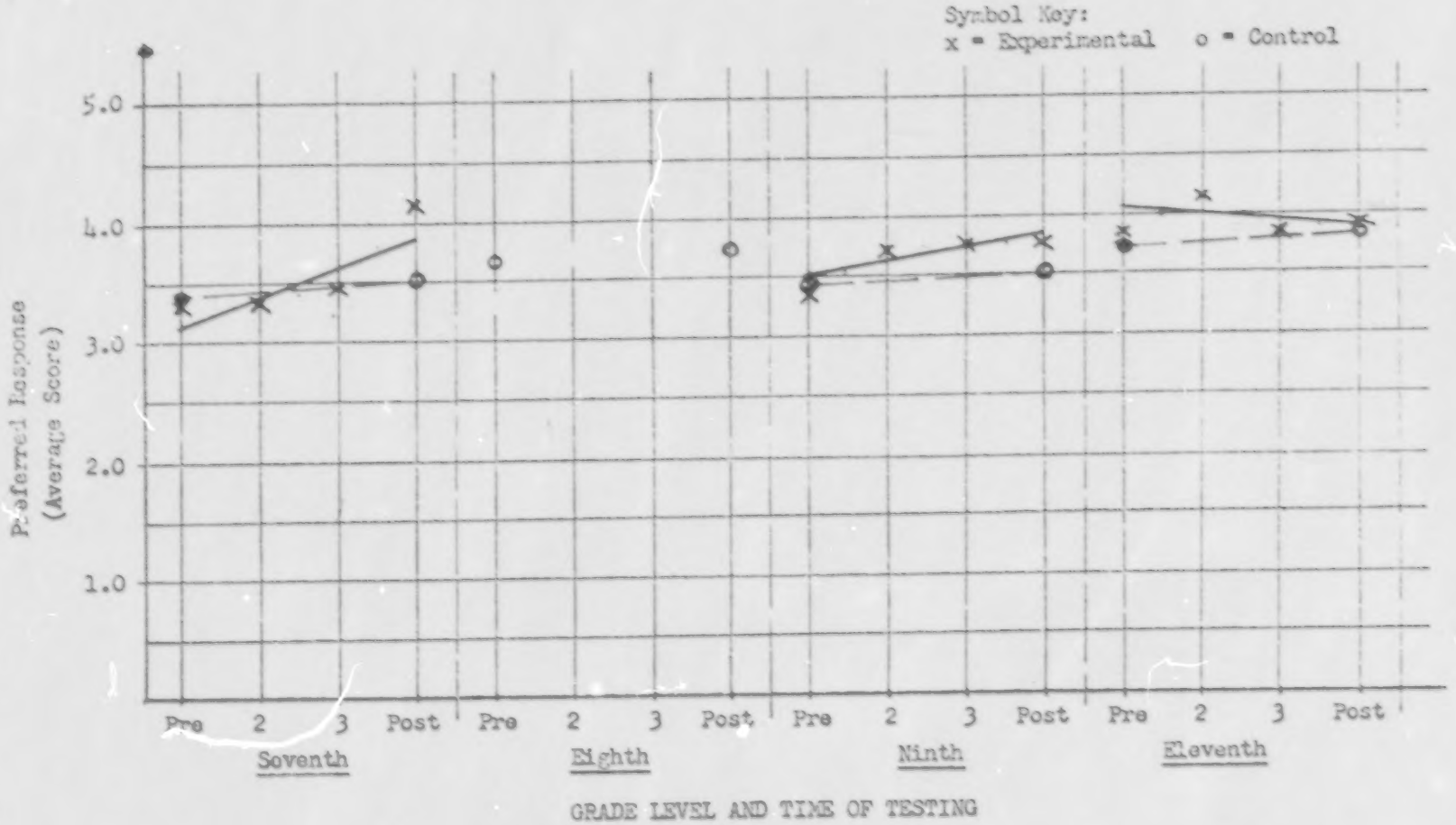


Item 19: **If a policeman is going to arrest you for a crime that you <u>did not</u> <u>do</u>, you should not resist him, but instead take your case to a higher authority later.**

Preferred Response:

__X__ Agree

_____ Disagree

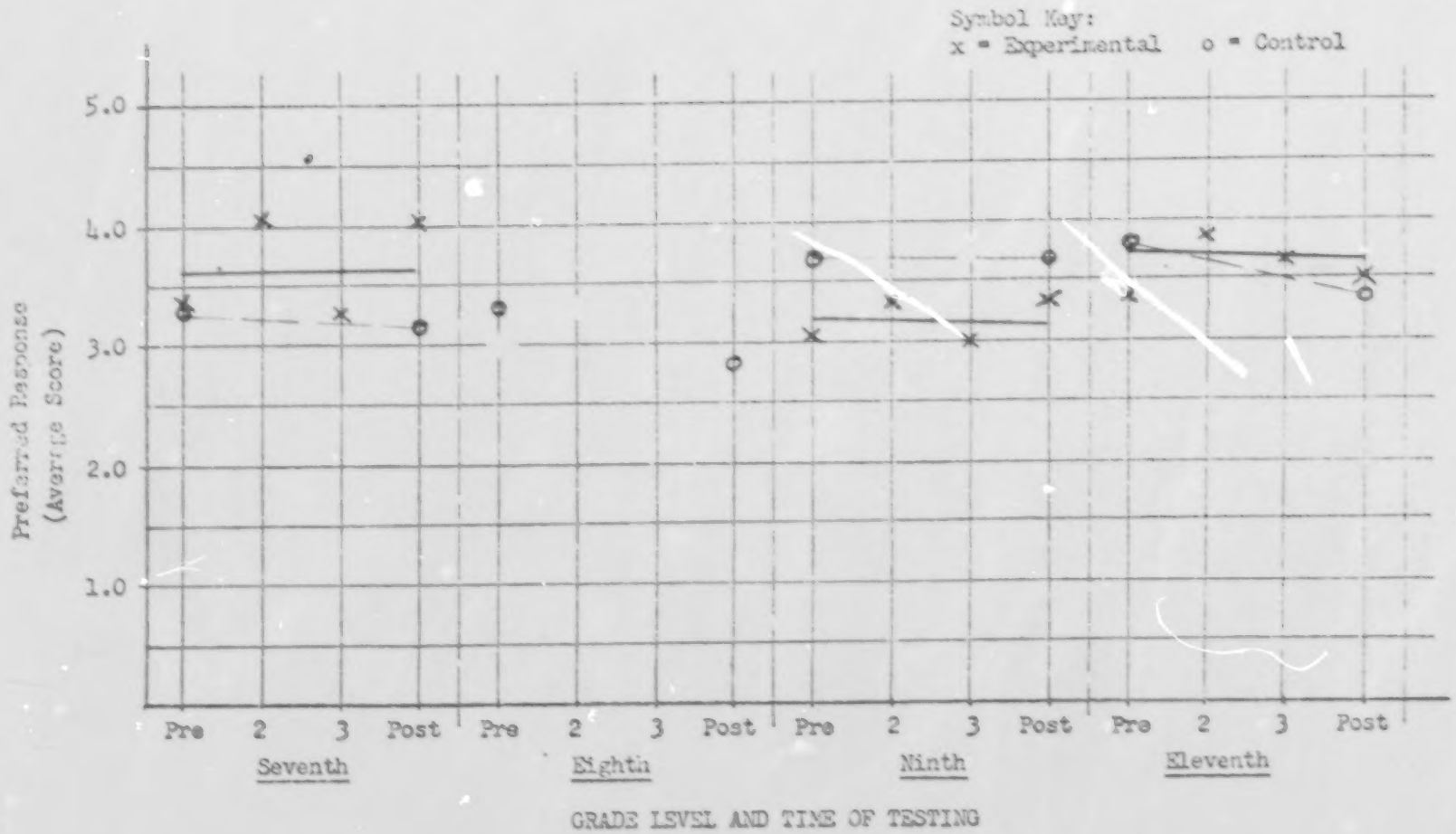


Item 20: Even convicted criminals should be allowed to take the 5th Amendment.

Preferred Response:

X Agree

___ Disagree



Item 25: In a criminal trial, the judge would prefer to have the accused person found guilty, rather than innocent.

Preferred Response:

____ Agree

_x_ Disagree

C. Items Dealing With The Law

The following items are included under this heading:

3. We must obey all laws whether we agree with them or not.

7. A citizen should pay the school tax even if he does not agree with the way the school is being run.

8. Laws are made to keep people safe.

9. It is all right to break the law if you do not get caught.

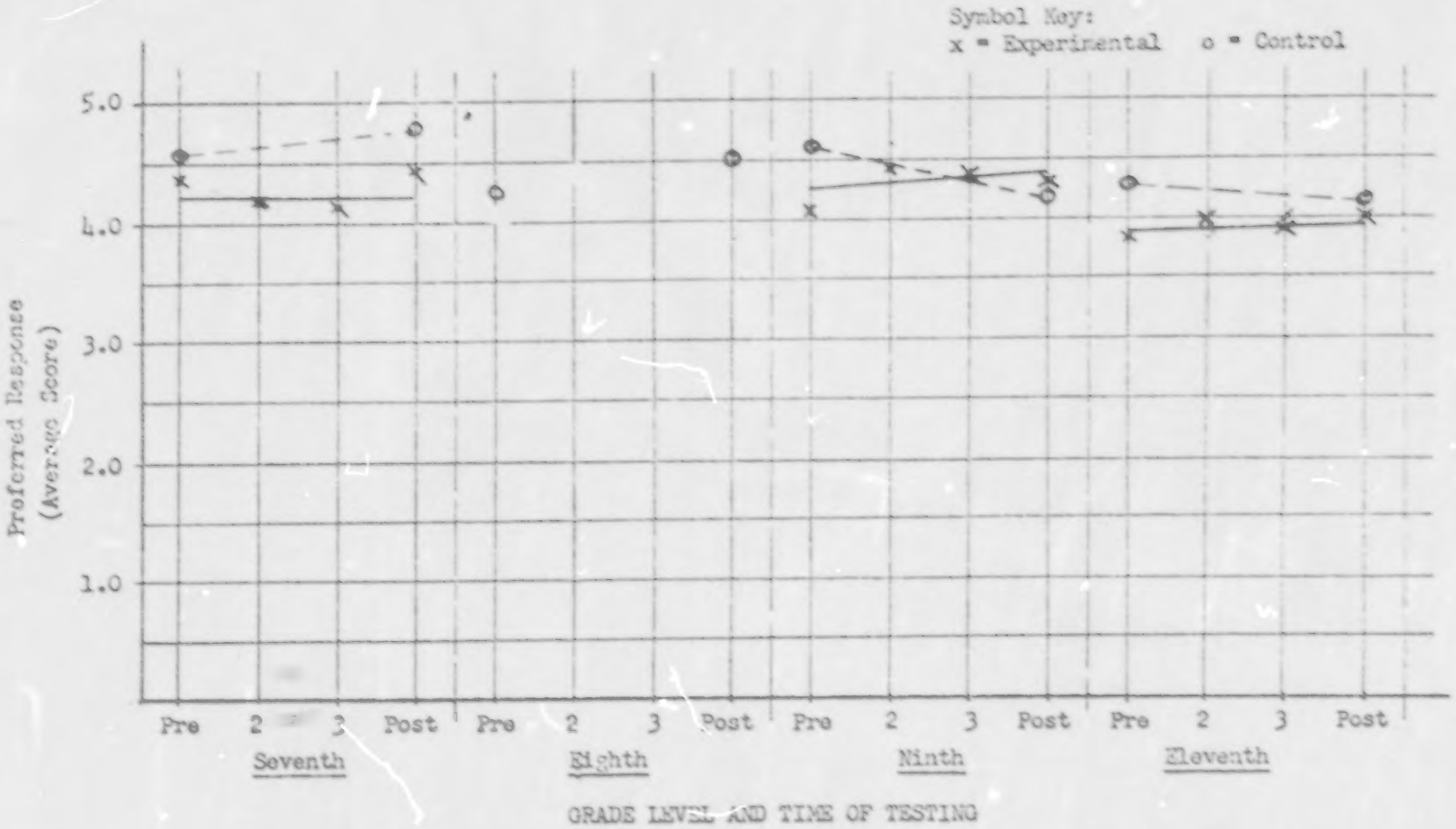
11. Most laws are fair.

12. Ignorance of the law is no excuse for violating it.

22. Laws are made to punish people.

These items are somewhat reassuring; except for item 7, the responses are distinctly on the "preferred" end of the continuum. The relative strength of the responses tells us some things. For example, they strongly agree that laws are made to keep people safe, disagree (though not so emphatically) that laws are made to punish people, while agreeing (even less emphatically) that most laws are fair.

Items 3 and 7, taken together, indicate an interesting characteristic in the respondents. In item 3, the students affirm quite strongly that you should obey laws even if you do not agree with them; then item 7 mentions a law that some may not agree with, and the respondents reaffirm their earlier statement, but far less strongly. After all, paying the school tax is the law and, following the statement of item 3, the people should pay the tax whether they agree with the law or not. This sort of outcome is somewhat common in cases where the questions go from the general to the specific. That is, students seem to know what the general laws are (no search without a warrant, innocent until proven guilty, etc.) but they seem willing to grant exceptions, if the situation is made specific enough.

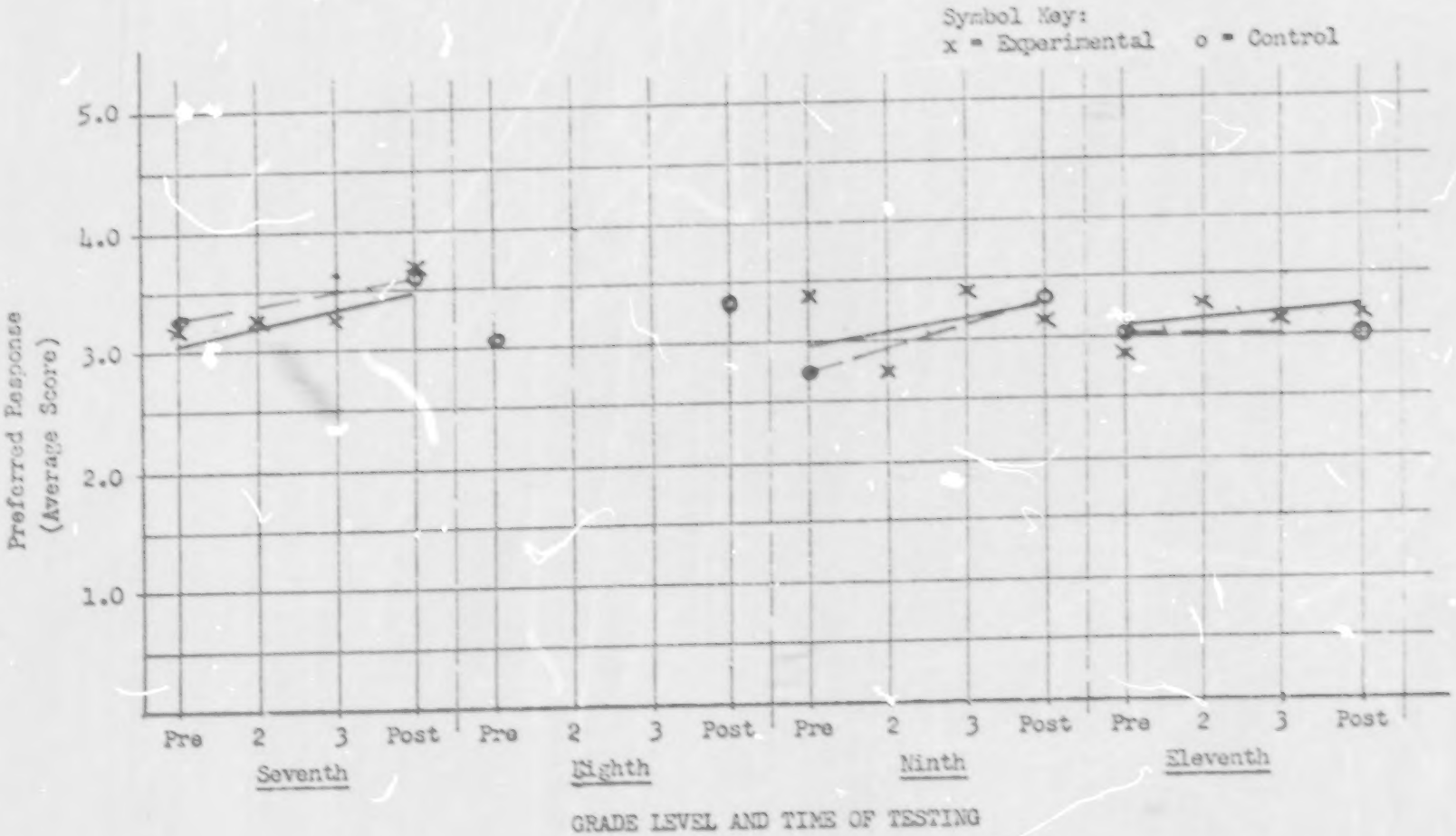


Item 3: We must obey all laws whether we agree with them or not.

Preferred Response:

__X__ Agree

_____ Disagree

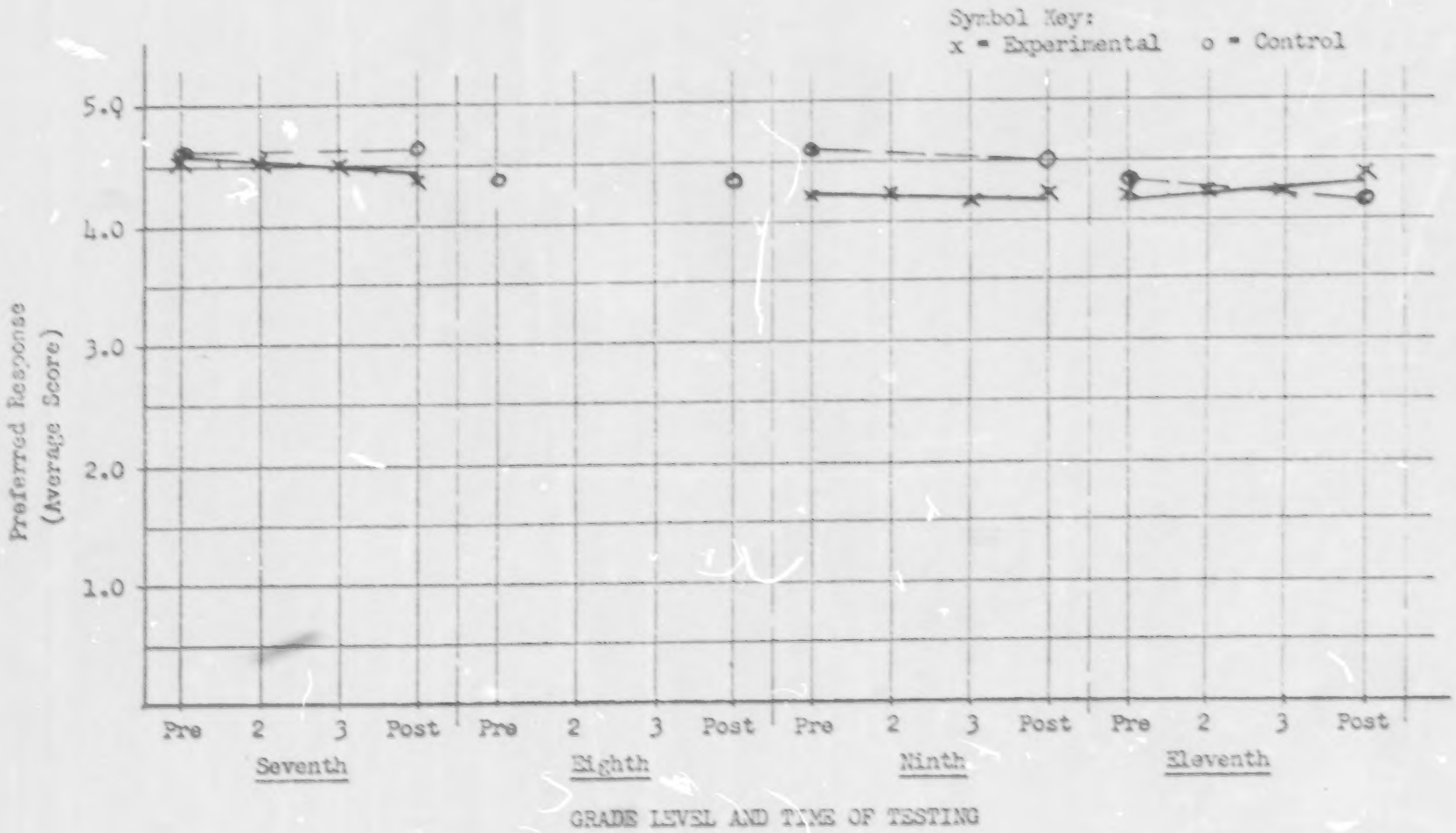


Item 7: A citizen should pay the school tax even if he does not agree with the way the school is being run.

Preferred Response:

X Agree

___ Disagree

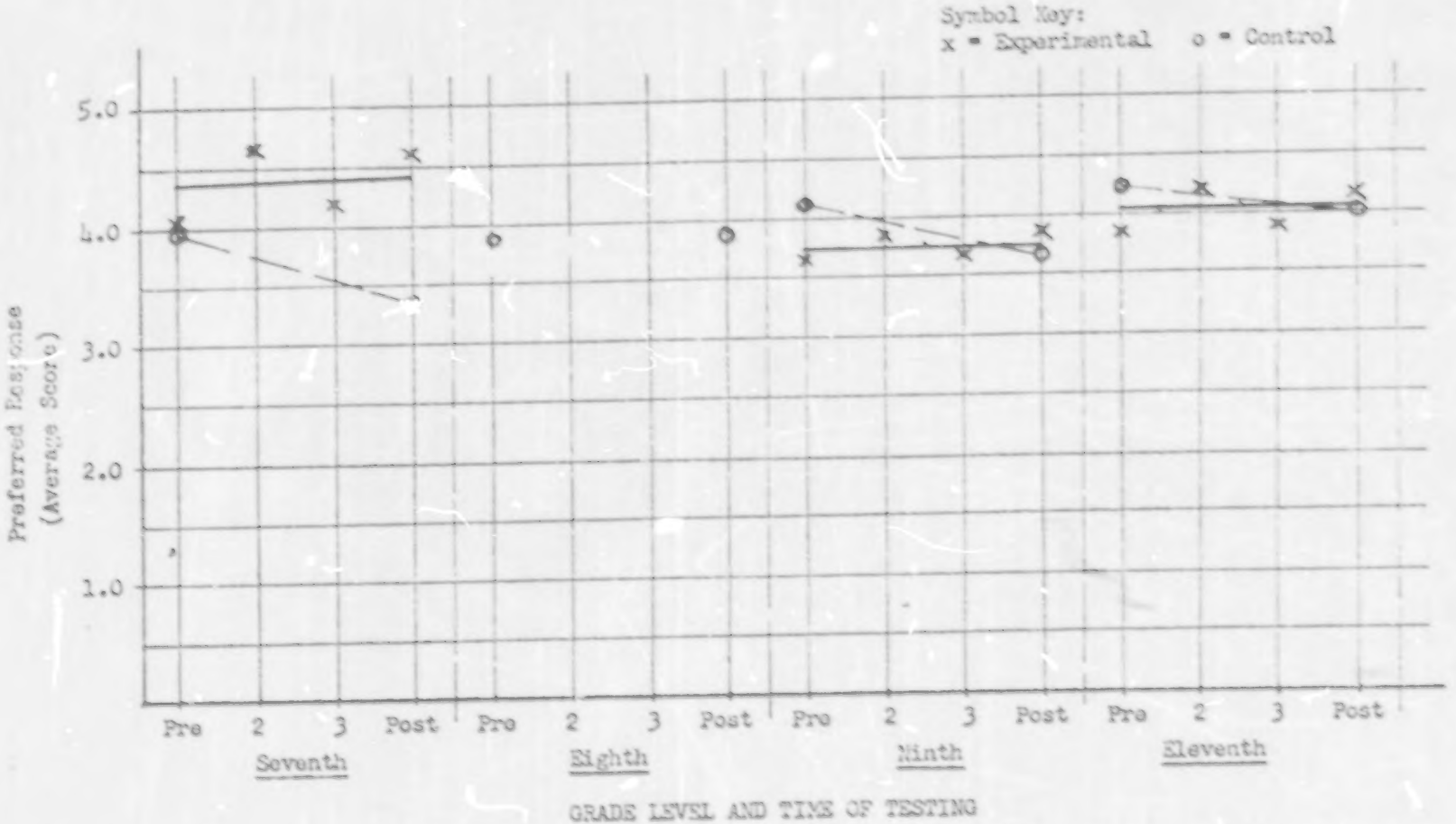


Item 8: Laws are made to keep people safe.

Preferred Response:

__X__ Agree

_____ Disagree

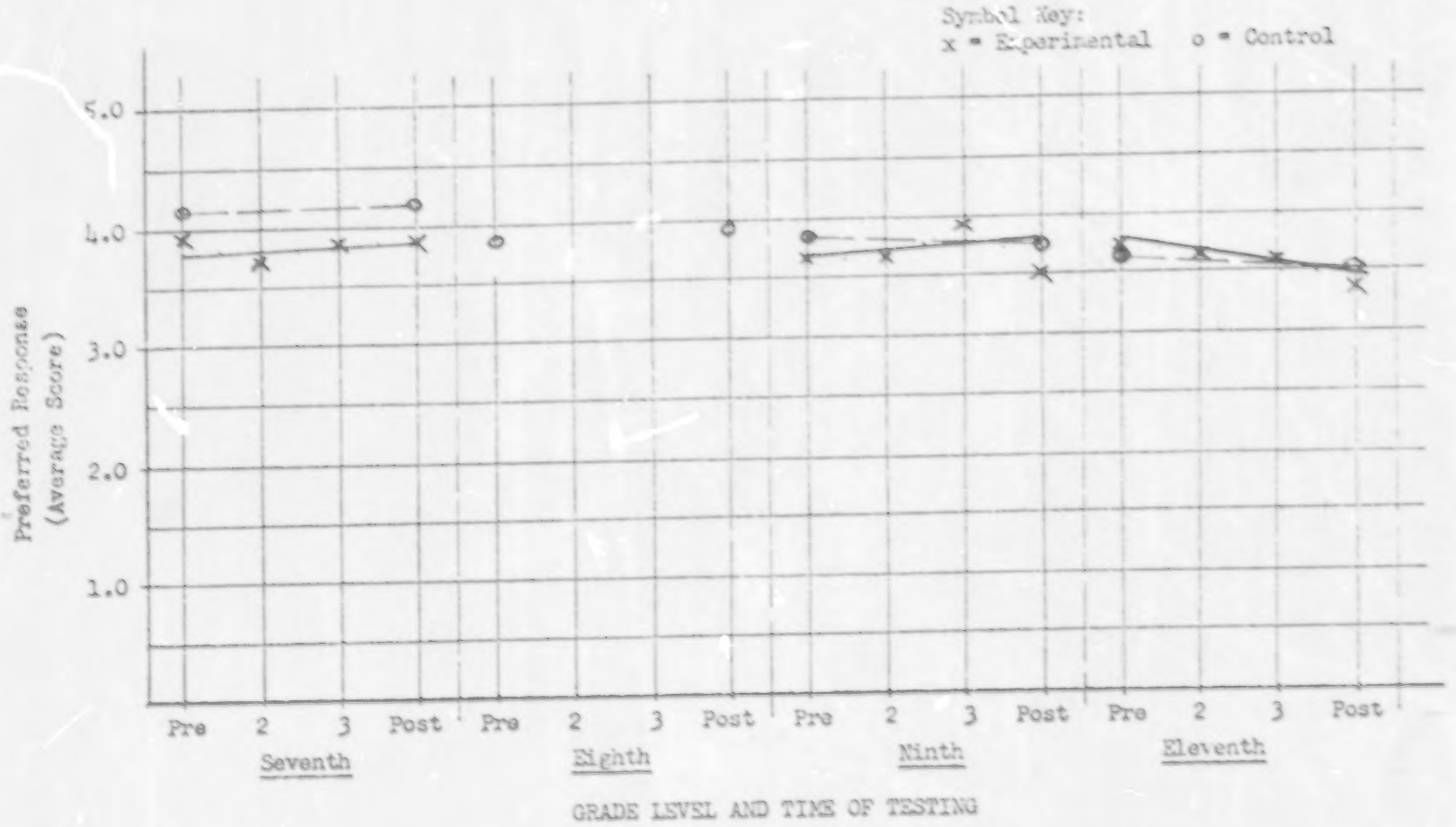


Item 9: It is all right to break the law if you do not get caught.

Preferred Response:

____ Agree

_X_ Disagree

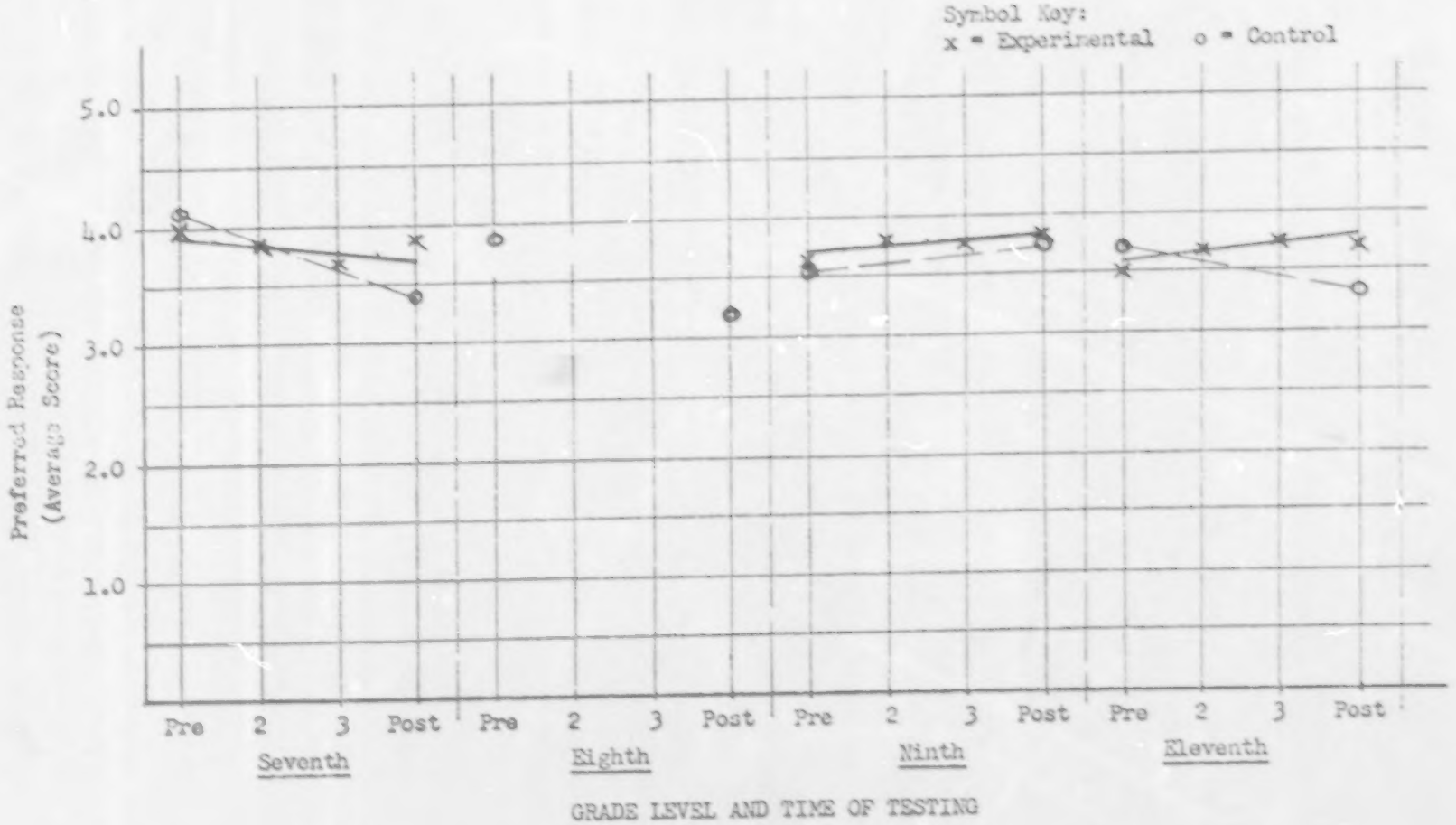


Item 11: Most laws are fair.

Preferred Response:

__x__ Agree

_____ Disagree

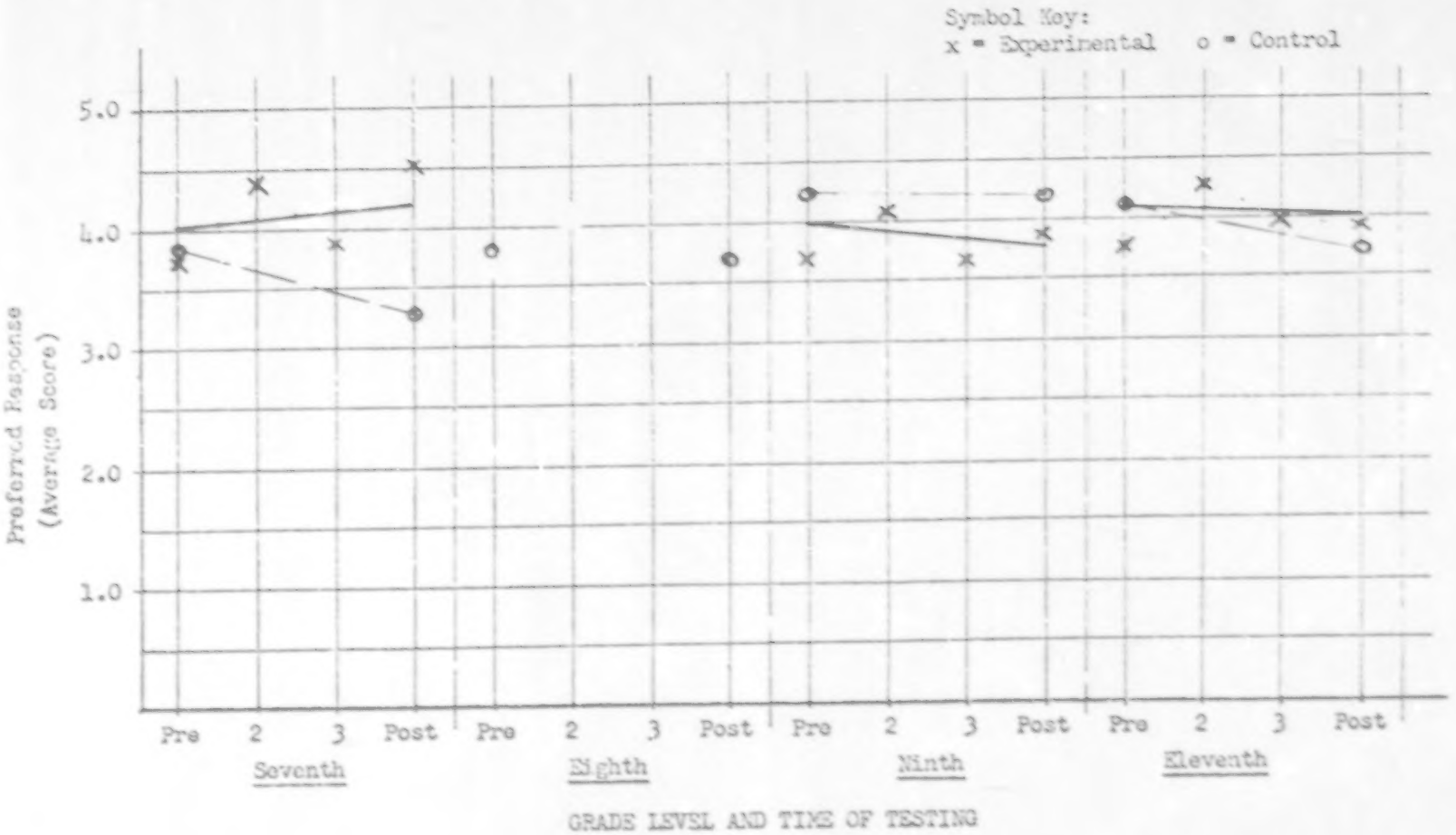


Item 12: Ignorance of the law is no excuse for violating it.

Preferred Response:

__X__ Agree

_____ Disagree



Item 22: Laws are made to punish people.

Preferred Response:

____ Agree

_X_ Disagree

D. Items Dealing With Law Enforcement

Included under this heading are the following items:

4. The average policeman is just as honest as any other average citizen.

6. Local police may sometimes be right in holding persons in jail without telling them of any formal charges against them.

13. A woman is picked up carrying a sack of what appears to be drugs. While the substance is being analyzed, the local police would be right in holding her for a day in jail, without telling her of a formal charge against her.

15. Policemen are more interested in enforcing the laws than in protecting the citizens.

18. Students should report acts of violence to school authorities.

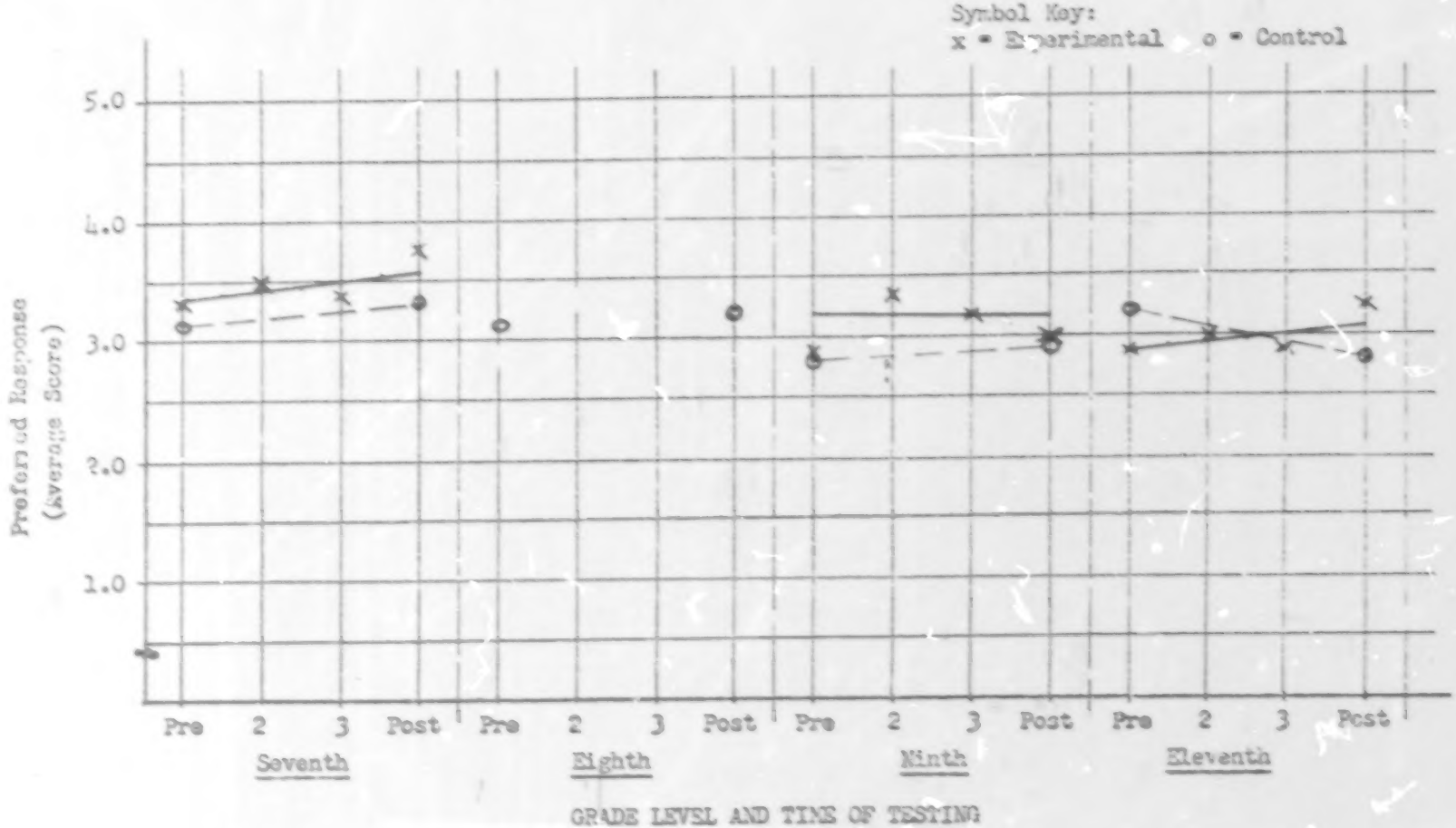
23. A student who sees boys breaking school windows should report them to school authorities.

24. Police should never be permitted to search the home without a search warrant.

The students tend toward the preferred end on item 4, which is encouraging. It is interesting that the experimental groups all have an upward trend on this item, with the exception of group 2 in the 9th grade. The Experimental materials also seem to be having some influence on the responses to items 6, 13, 15, and 24. As a matter of fact, the materials seem to influence items in this section and in the section on the judicial system more than the other two.

Items 6 and 13, taken together, illustrate once again the notion of "general to specific" mentioned in the last section. The students

disagree quite strongly with the notion of police holding people in jail without filing charges; but in item 13, where the inference is made that she is guilty, the disagreement is far less emphatic. This may indicate the need for more specific cases in the instructional process, to illustrate the idea that you do not waive a basic right in cases where it may seem convenient to do so.

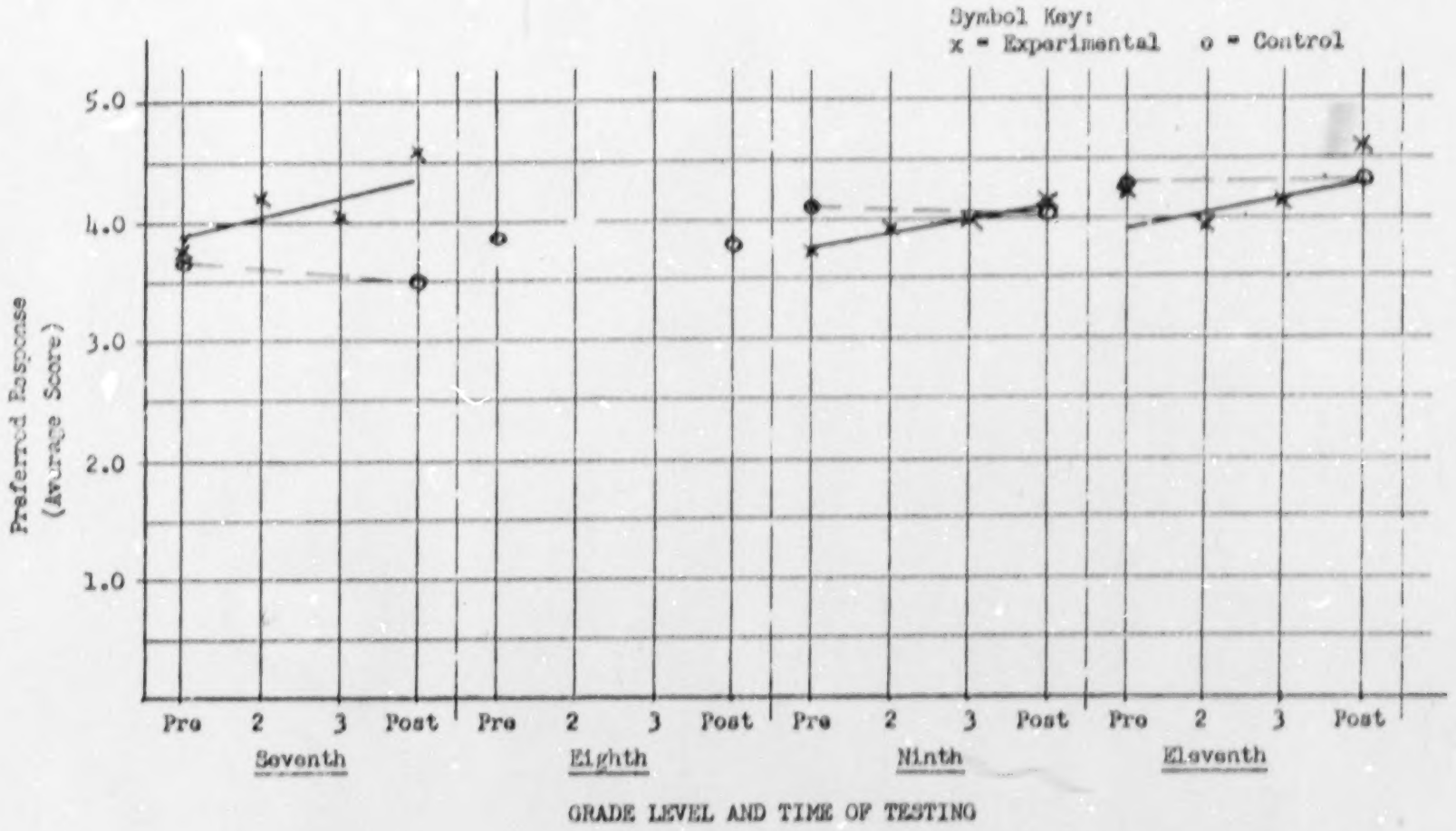


Item 4: The average policeman is just as honest as any other average citizen.

Preferred Response:

X Agree

__ Disagree

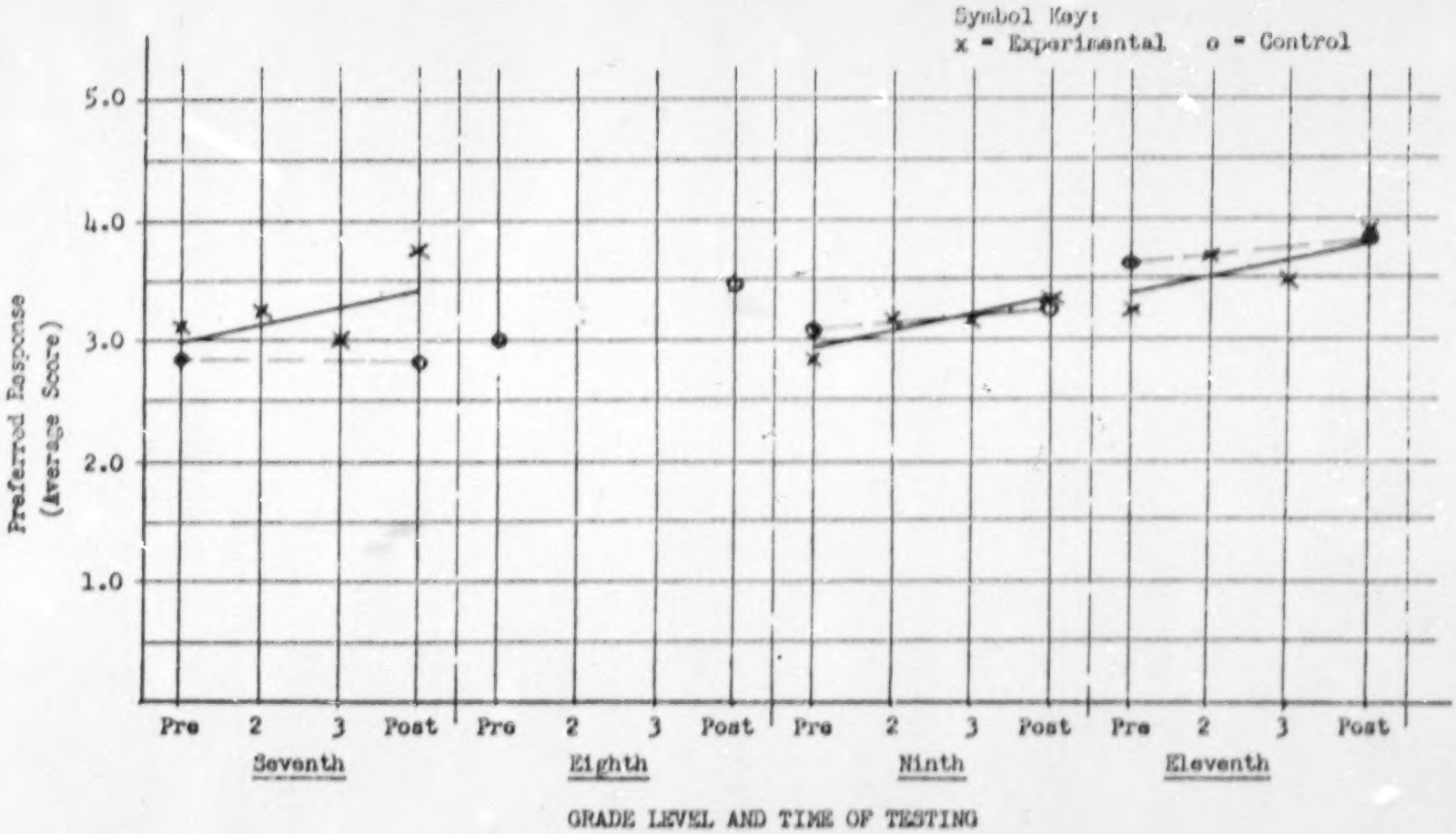


Item 6: **Local police may sometimes be right in holding persons in jail without telling them of any formal charges against them.**

Preferred Response:

___ Agree

_x_ Disagree

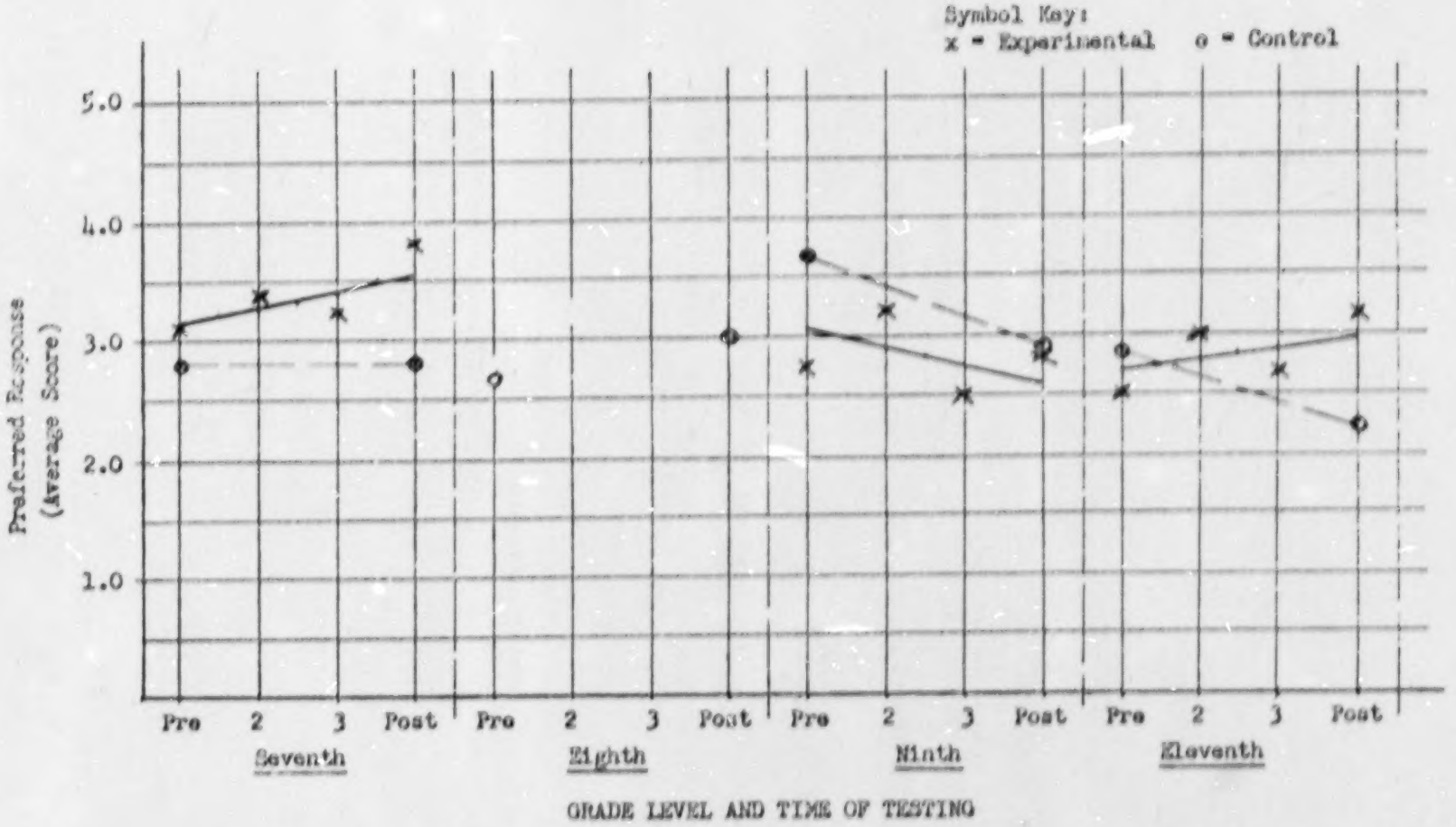


Item 13: A woman is picked up carrying a sack of what appears to be drugs. While the substance is being analyzed, the local police would be right in holding her for a day in jail, without telling her of a formal charge against her.

Preferred Response:

___ Agree

X Disagree

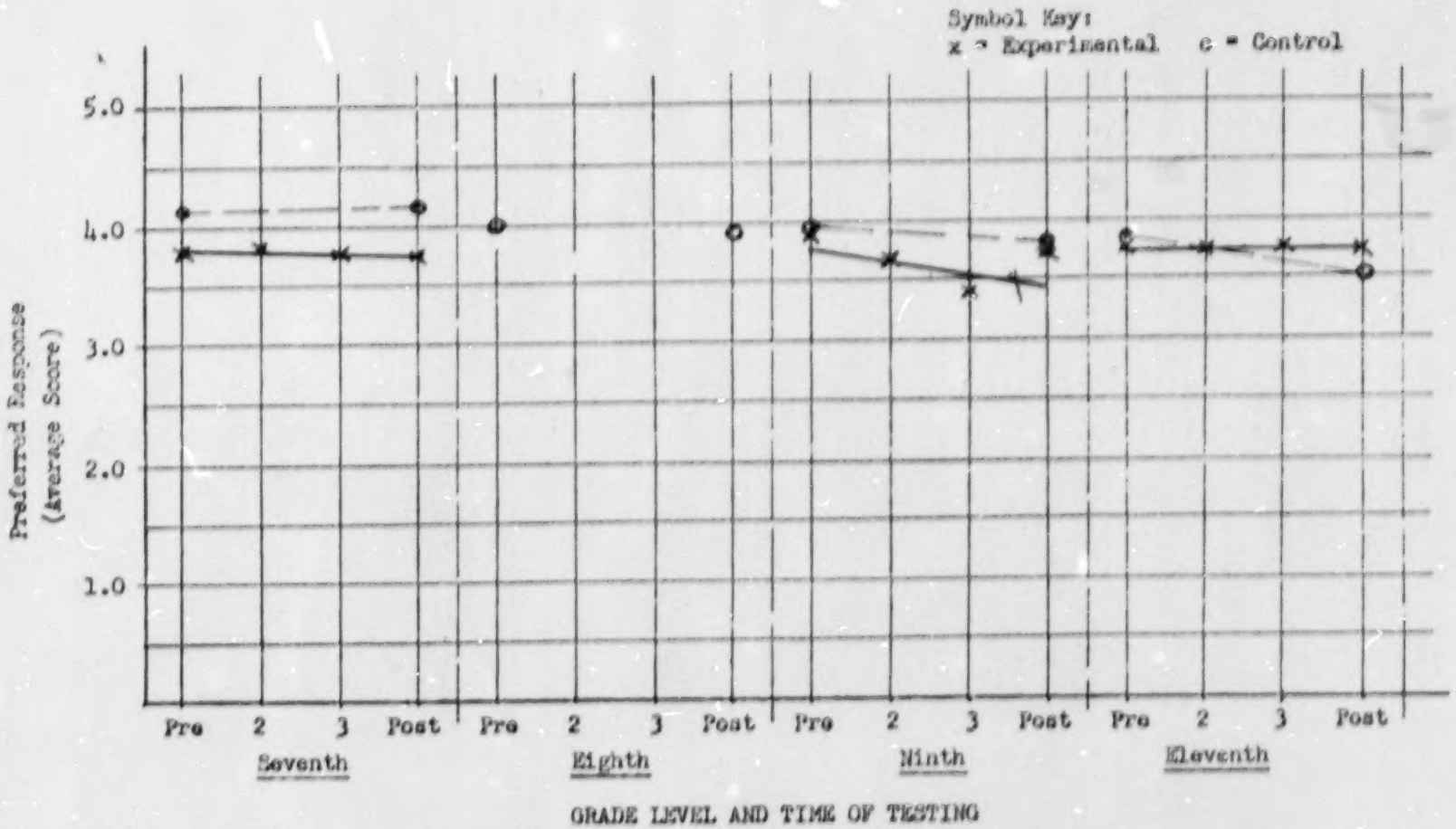


Item 15: Policemen are more interested in enforcing the laws than in protecting the citizens.

Preferred Response:

___ Agree

_x_ Disagree

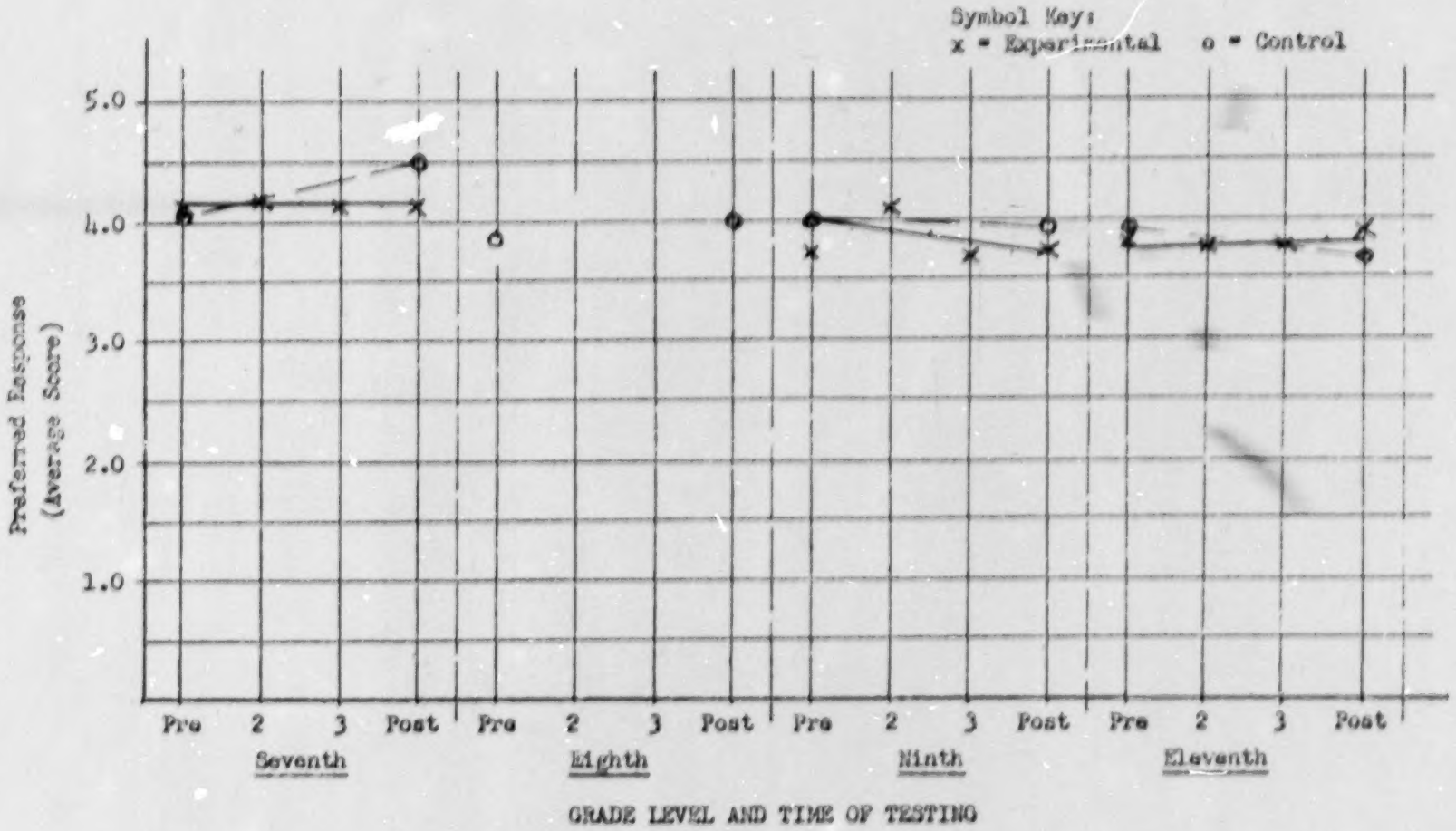


Item 18: Students should report acts of violence to school authorities.

Preferred Response:

__X__ Agree

_____ Disagree

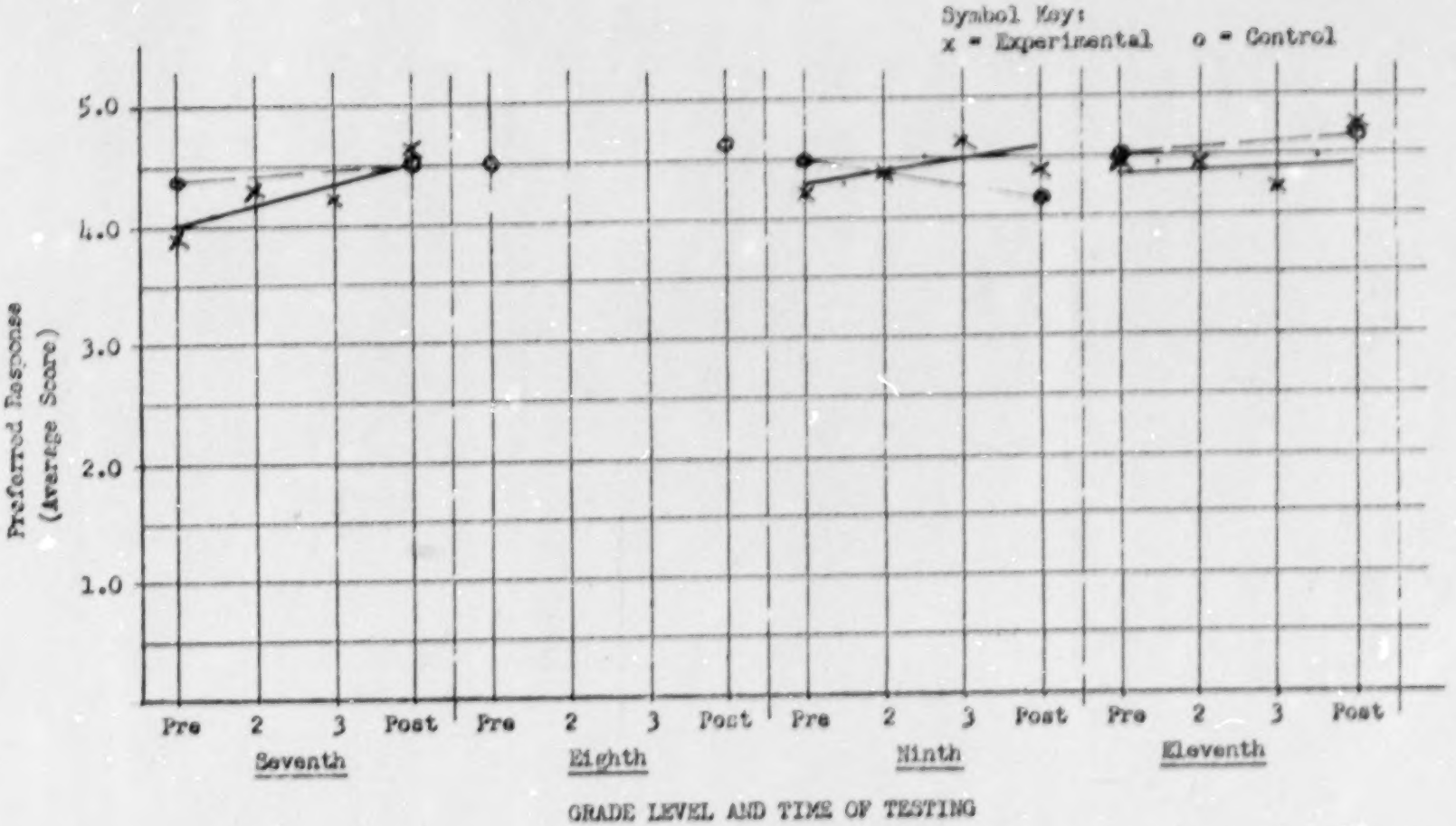


Item 23: A student who sees boys breaking school windows should report them to school authorities.

Preferred Response:

X Agree

___ Disagree



Item 24: Police should never be permitted to search the home without a search warrant.

Preferred Response:

x Agree

___ Disagree